

13TH OCCUPATIONAL THERAPY AFRICA REGIONAL GROUP SCIENTIFIC CONGRESS

MT. MERU HOTEL, ARUSHA TANZANIA | 24TH - 27TH JUNE 2025



CONGRESS THEME

Taking Stock: A celebration of the
past, present and future
practice of occupational therapy in Africa

Tafakari ya Kina: Mafanikio ya Tulikotoka, Tulipo, na Tunakoelekea
katika kutoa huduma za Tiba kwa Vitendo Barani Afrika

GUEST OF HONOR



HON. JENISTA JOACKIM MHAGAMA

MINISTER OF HEALTH
UNITED REPUBLIC OF TANZANIA



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Welcome Remarks



Mrs. Brenda Shuma
LOC Chairperson

Dear esteemed guests, colleagues and friends. It's a true pleasure to welcome you to this inspiring conference in Arusha, Tanzania!

We're all here today united by a shared passion and commitment to take stock in celebrating the past, the present and the future of occupational therapy in Africa. Let's make this event a transformative experience for us all.

This conference represents a unique opportunity for us to connect, learn from each other's experiences, and collaborate towards a common vision.

Let's make this a memorable and impactful event, where we not only gain knowledge and insights but also forge valuable connections and inspire each other to make a difference. We're in for four days of thought-provoking discussions, innovative ideas, and collaborative efforts.

Thank you for choosing to be a part of this journey. Let's embrace this opportunity with open hearts and minds, and together, let's make this conference a resounding success. I'm excited to see the energy and inspiration we will generate together. Karibuni Sana Tanzania and don't forget to have fun.



Welcome Remarks



Mr. George Shirima
TOTA President

On behalf of the Tanzania Occupational Therapy Association, it is my great pleasure to welcome you all to the 13th OTARG Congress 2025 here in Tanzania.

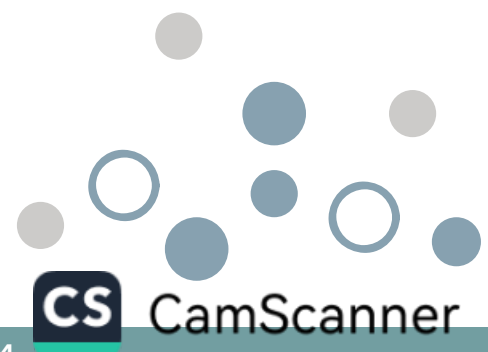
We are deeply honored to host this significant gathering, where we come together to celebrate, collaborate, and advance the field of occupational therapy in Africa.

As we open this congress, let us reflect on the impact occupational therapy has on individuals across all walks of life—from helping children thrive in school to empowering adults to regain independence and dignity. That impact is magnified by the collective leadership of WFOT, OTARG and OT associations in each representative country - inspiring us to push boundaries and uphold the highest standards of our profession.

It is my hope that you will all experience the warmth and hospitality of Tanzanians, and that your stay here will be memorable.

Enjoy the congress but don't forget to enjoy Arusha.

Asanteni Sana na Karibuni Tanzania



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Welcome Remarks



Dr. Matumo Ramafikeng
OTARG President

Welcome to the 13th OTARG Congress, our pride and joy as occupational therapists on and from the continent. As we once again congregate for this very important event on Tanzanian soil, I would like to say Karibuni wageni, mnakaribishwa. We are here to take stock and celebrate occupational therapy in Africa with scholarship that showcases the past, present and future of OT on the continent.

The range of abstracts in this book is a true testament of innovations in practice, education, research and policy that mark the evolving landscape of OT in Africa. The breadth of work evidenced here demonstrates Africa's excellence and our unique contribution to the occupational therapy profession. It is therefore a great honour as President of OTARG to present this book of abstracts to you.

Thank you for all your contributions towards making this congress a success. Without you willingly sharing your work, whether through abstract submission or as attendees there would be no Congress. During this congress, I hope you feel inspired, connected and invigorated by the work presented and the people you meet, and that this book of abstracts becomes a valuable resource full of exciting ideas on how to advance your practice and scholarship. Let us continue to collectively make an impact as a regional group. Thank you.

To the Local Organising Committee: Asante sana for your hard work in making this congress a reality.

This conference marks a significant milestone for me as a leader as this is the last conference I host as the President of the Occupational Therapy Africa Regional Group (OTARG) and I am overwhelmed with gratitude for the opportunity to serve you all and to work with the amazing OTARG EXCo, kea leboha, kea leboha, kea leboha.



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Welcome Remarks



Ms Samantha Shann
WFOT President

Dear Congress Participants,
OTARG has always held a special place in my heart and professional life, and I feel privileged to have been involved since its inception. It is fitting that we return to Tanzania with the theme 'Taking Stock; a celebration of the past, present and future practice of occupational therapy in Africa.

This congress represents more than just an opportunity to exchange ideas; it is a powerful convergence of minds dedicated to shaping the future of occupational therapy. The connection between research, policy, and practice is critical in our ever-evolving profession, enabling us to champion evidence-based interventions, advocate for inclusive policies, and provide people-centred interventions that meet the diverse needs of individuals and communities.

Thank you to the organisers for the exciting programme. Over the next few days, we will be immersed in thought-provoking presentations, dynamic discussions, and collaborative workshops. Together, we can enjoy the energy and beauty of Tanzania whilst ensuring our work and discussions shape a future where occupational therapy continues to transform lives in profound and meaningful ways.

Let us make this congress a celebration of what we have achieved and a launching pad for the extraordinary possibilities that lie ahead. Thank you for your passion, ideas, and unwavering dedication to advancing OTARG and occupational therapy.



Organizing Committee



Executive Committee

Matumo Ramafikeng - OTARG President

Munyaradzi Chimara - Vice President Programmes

Itumeleng Tsatsi-mosala - Vice President Marketing & Fundraising

Munira Hoosain - Treasurer

Erastus Shuma - Secretary

Dominique Jamie - Social Media Coordinator

Zelalem Demeke - Webmaster

Nana Serwaa Akrofi - Newsletter Editor

Local Organizing Committee

Brenda Shuma - Chairperson, LOC

George Shirima - TOTA President

Cosmas Madembwe - Fundraising

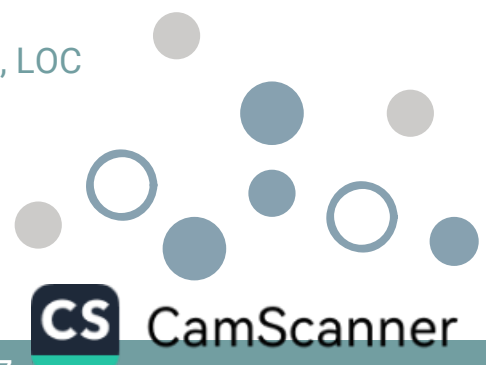
Anthony Ephraim - Scientific Committee

Brenda Tano - Logistics

Godfrey Kimathi - Advisory

Sudi Muli - Logistics

Joyce Karawa - Students' Representative, LOC



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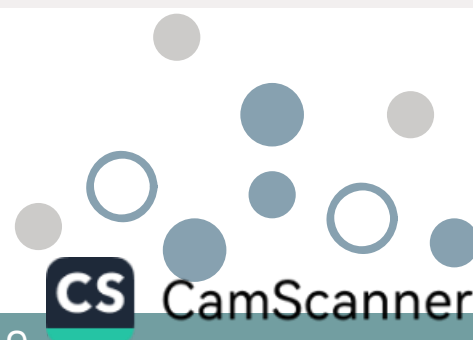
Event Program



DAY 1

Tuesday, June 24, 7am-5pm

Time	Activity	Responsible
OPENING CEREMONY		
Venue	V01 - Makini Hall	
Chair / MC		
7:30-8:30	Arrival and Registration	Delegates
8:30-8:35	Opening Ceremony	MC
8:35-8:45	National Anthem & African Union Anthem	Cultural Art Center - Arusha
8:50-8:55	Address and Invitation	Mr. George Shirima, <i>TOTA President</i>
8:55-9:05	Address and Invitation	Dr. Matumo Ramafikeng, <i>OTARG President</i>
9:05-9:25	Keynote Address	Ms. Samantha Shann, <i>WFOT President</i>
9:30-9:50	Address	Director of Training & Human Resources Dev
9:55-10:15	Address and invitation	Hon. Paul Makonda, RC Arusha
10:20-10:50	Keynote Address	Guest of Honor, Hon. Jenista Mhagama. Minister of Health.
10:50-10:55	Vote of Thanks	George Shirima, <i>TOTA President</i>
10:55-11:20	All delegates	group photo
11:20-11:50	TEA BREAK	
11:55-12:15	Cultural performance	Cultural Art Center Arusha



Event Program



DAY 1

Tuesday, June 24, 7am–5pm

PARALLEL SESSIONS		
Venue	VO1: MAKINI HALL	
Theme	Occupational Therapy education	
Session Chair	Yohannes Awoke	
12:20-12:40	TZ048: Child Learning Development and Play; From the classroom to practice - a pedagogical shift	Tasneem Mohamed & Shireen Damonse
12:40-13:00	TZ097: Occupational justice for students and society; Proposing an occupational justice pedagogy.	Nicola Plastow
Venue	VO2: FARU HALL	
Theme	Promoting health, wellbeing and justice through occupation	
Session Chair	Erica Conibear	
12:20-12:40	TZ005: Low back pain and activity limitation among office workers in selected public institutions in Kigali City	Muyizere Alexandre & Maurice Kanyoni
12:40-13:00	TZ010: Impacts of Ergonomic and adaptive techniques training for improving Occupational Performance of a patient with both bone fracture of the forearm	Odeyoyin Yusuph Abiodun, Epiphanie Murebwayire & Shovan Saha
Venue	VO3: DULUTI HALL	
Track	Policy, Advocacy and Leadership	
Session Chair	Clement Nhunzvi	
12:20-12:40	TZ137: Stakeholder's perspectives on the role of Occupational Therapy in Acute mental health care in Africa: A scoping review	Phakeme Zinhle Mkhize, Deshini Naidoo & December Mpanza
12:40-13:00	TZ051: Bridging the Gap; Knowledge Translation to Empower Communities in Tanzania	William Julius Arope



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Event Program



DAY 1

Tuesday, June 24, 7am–5pm

PARALLEL SESSIONS		
Venue	VO4: DUMA HALL	
Track	Occupational Therapy Practice	
Session Chair	Helga Burger	
12:20-12:40	TZ069: Sustainability in Occupational therapy practice through community training	Aika Ombeni Wilfred
12:40-13:00	TZ070: Contextual process of integrating youth with intellectual disability to start an income generating activity in their community after vocational rehabilitation	Bahati Hassan

13:00-14:00	LUNCH BREAK	
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Venue	VO1: MAKINI HALL	
Track	Workshop 1	
14:00-15:20	TZ027: Promoting Global South Occupation Science Knowledges: A workshop on Effective Publication Strategies in the Journal of Occupational Science	Clement Nhunzvi, Lisette Farias Vera, Juman Simaan & Clare Hocking

Venue	VO2: FARU HALL	
Track	Promoting health, wellbeing and justice through occupation	
Session Chair	Aika Wilfred	
14:00-14:20	TZ119: An occupational therapy perspective regarding the functioning of people who use/d drugs in a community-based substance-use harm reduction programme in Tshwane, South Africa	Michelle Janse van Rensburg
14:20-14:40	TZ053: Accessibility of Occupational therapy Treatment for At-Risk Children in Low-Middle Income Countries	Lizahn Cloete & Zusange Shweni

Event Program



DAY 1

Tuesday, June 24, 7am–5pm

PARALLEL SESSIONS		
14:40-15:00	TZ084: Breaking Barriers; Unleashing potential in spinal cord injury rehabilitation through transformative occupational therapy group.	Karen Schmidt & Alicia Swart
15:00-15:20	TZ024: Bridging Critical Disability Studies and Occupational Therapy; Advocating for inclusive, client-centered approaches to empowerment, equity and accessibility in rehabilitation practices	Sukaina Dada

Venue	VO3: DULUTI HALL	
Track	Strengthening Rehabilitation in Health systems	
Session Chair	Jerry Nyade	
14:00-14:20	TZ124: Halfway through the World Health Organization Rehabilitation 2030 Agenda; Is Africa on Track?	Tecla Mlambo, Tariro Mando and Kassmir Mavindidze
14:20-14:40	TZ035: Care workers' perceptions of the programme for learners with severe to profound intellectual disabilities in Nkangala District Mpumalanga: Nothing about us without us.	Galetshetse Vallery Diale, Lebogang Maseko & Tania Rauch Van der Merwe
14:40-15:00	TZ107 A Descriptive Qualitative Study Exploring Youth with Intellectual Disabilities' Participation in the Community of Moshi	Anthony Thomas Ephraim
15:00-15:20	TZ118: How can the health system respond to aftercare needs? An integrated model of aftercare for people with substance use disorder in KwaZulu-Natal.	December Mpanza

Venue	VO4: DUMA HALL	
Track	Occupational therapy education in Africa	
Session Chair	George Shirima	
14:00-14:20	TTZ047 Bridging Pedagogical Gaps: Collaboration and Challenges in Occupational Therapy and Education in South Africa	Shireen Damonse, Pam Gretschel & Adele Ebrahim
14:20-14:40	TZ074: Creating transformative learning experiences that promote occupational justice in health professions education: an integrative literature review (Phase 1 of a PhD study)	Helena Christina Louw & Lana van Niekerk



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Event Program



DAY 1

Tuesday, June 24, 7am–5pm

PARALLEL SESSIONS

14:40-15:00	TZ007 A scoping review on suicide postvention for staff and students on university campuses	Sophia-Lorraine Noxolo Allie, Jason Bantjes & Karl Andriessen
15:00-15:20	TZ021 Assessment of the Demand for Occupational Therapy Upgrade Programs from Diploma to Degree in Kenya	Tabitha Rangara-Omol, Juliet Mugga & Dovison Kereri

15:20-15:45 AFTERNOON TEA BREAK

Venue	V01: MAKINI HALL	
Track	Workshop 1 Continues	
Session Chair		
15:50-16:30	TZ027 Promoting Global South Occupation Science Knowledges: A Workshop on Effective Publication Strategies in the Journal of Occupational Science	Clement Nhunzvi, Lisette Farias Vera, Juman Simaan & Clare Hocking

Venue	V02: FARU HALL	
Track	Promoting health wellbeing and justice through occupation	
Session Chair	Rahel Olana	
15:50-16:10	TZ036 Needs Ranking: A participatory approach for social change through giving a voice to vulnerable youth	Lisa Wegner & Wilson Majee
16:10-16:30	TZ075 Conceptualizing Sexuality as a Human Occupation in African Contexts: The Being, Doing, Belonging, and Becoming	Karlien Burger, Helga Burger, Kate Sherry, Jennifer Creek & Rosemary Crouch



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Event Program



DAY 1

Tuesday, June 24, 7am–5pm

PARALLEL SESSIONS

Venue	V03: DULUTI HALL	
Track	Strengthening rehabilitation in health systems	
Session Chair	Emmanuel Kalanda	
15:50-16:10	TZ129 Stigma and its effect on the social participation of Mental Health Service Users	Ratungua Randolph & Shireen Geises
16:10-16:30	TZ115 Expanding Rehabilitation Services in Rural Communities: A collaborative effort	Nimwindael Mdee

Venue	V04: DUMA HALL	
Track	Occupational therapy education in Africa	
Session Chair	Patricia Pretorius	
15:50-16:10	TZ009 Occupational therapy students' experiences of using the Kawa Model as a self-reflection tool during mental health work-integrated learning in Gauteng, South Africa	Nthabiseng Phalatse, Michaela Goncalves, Kayla Jenkinson, Aqeela Naidoo, Justancia Sithole & Inaminkosi Zwane
16:10-16:30	TZ086 Educational Priorities For Paediatric Speciality Practice Among Occupational Therapy Practitioners In Nigeria	Olumide Ayoola Olaoye & Ezeohaka Nduka Ogochukwu

17:00- 18:30	WELCOME & NETWORKING GATHERING
	END OF DAY ONE



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Event Program



DAY 2

Wednesday, June 25, 7am–5pm

Time	Activity	Responsible
Venue	V01: MAKINI HALL	
Chair/MC		
08:00-08:30	Registration	Delegates
08:30-08:35	Announcements	LOC / OTARG EX-CO
08:35-08:40	Introduction of Keynote Speaker	Dr. Matumo Ramafikeng
08:40-09:05	WFOT President - Elect	Dr. Tecla Mlambo

PARALLEL SESSIONS

Venue	V01: MAKINI HALL	
Theme	Policy, Advocacy and Leadership	
Session Chair	Nicola Plastow	
09:10-09:30	TZ079 Policy Interpretation Shapes Employment Experiences of Individuals Post-Discharge from A Namibian Forensic Psychiatry Unit	Wilmien Smit, Helena Louw & Antoinette de Almeida
09:30-09:50	TZ030 Can we use personal recovery outcome measures developed in the Global North in South Africa? Exploring the psychometric properties of the Recovery Assessment Scale	Fadia Gamielidien
09:50-10:20	TZ006 Outcome of caretaker – occupational therapist collaboration in involving patients admitted for mental health treatment in activities of daily living at Gulu Regional Referral Hospital.	Nseko Arthur William, Kalule Timoth & Nafula Ritah



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Event Program



DAY 2

Wednesday, June 25, 7am–5pm

PARALLEL SESSIONS

Venue	V02: FARU HALL	
Theme	Occupational therapy science in Africa	
Session Chair	Roshan Galvaan	
09:10-09:30	TZ025 A decolonial approach to occupational justice education	Juman Simaan
09:30-09:50	TZ073 Amplifying Voices in the Journal of Occupational Science: Sharing the experience with Portuguese and Spanish Publications	Daniel Cezar Da Cruz, Lisette Farias & Lilian Magalhaes
09:50-10:20	TZ081 Exploring Barriers to Social Participation for Discharged Forensic Mental Health Service Users	Tessa Becker

Venue	V03: DULITI HALL	
Theme	Artificial Intelligence and technology in occupational therapy	
Session Chair	Siwe Toto	
09:10-09:30	TZ022 Impact of specific e-therapy application in advancing occupational therapy intervention in a low-resourced country: A case study of Rwanda	Muyizere Alexandre, Adedoyin Yusuph Abiodun
09:30-09:50	TZ094 Social presence and dynamics of occupational therapists association communication: an analysis of the WhatsApp group chat of a professional occupational therapy association in Africa	Ifedolapo Osundare & Olumide Olaoye
09:50-10:20	TZ101 Exploring Parent Perceptions of ScreenTime use of Their Young Children with Autism Spectrum Disorder in the middle-income country of South Africa.	Fatima Ebrahim, Pam Gretschel & Iesrafeel Abbas



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Event Program



DAY 2

Wednesday, June 25, 7am–5pm

PARALLEL SESSIONS

Venue	V04: DUMA HALL	
Theme	Strengthening rehabilitation in health systems	
Session Chair	Anthony Ephraim	
09:10-09:30	TZ017 Community Development and Occupational Therapy in Mozambique: reports of an ongoing and context experience	Marina Di Napoli Pastore, Angelo Maiela, Dalila Naftalina Dia, Filomena Araujo & Aida Matimba
09:30-09:50	TZ002 Perspectives of mental health service users and their primary caregivers on vocational rehabilitation in Namibia: A qualitative study	Munyaradzi Chimara, Lana van Niekerk, Fasloen Adams & Hester van Biljon
09:50-10:20	TZ058 The playfulness levels of children who live in a semi-rural community where Prenatal Alcohol Exposure is prevalent.	Lizahn Cloete

10:20-11:00	TEA BREAK
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Venue	V01: MAKINI HALL	
Theme	Policy, Advocacy and Leadership	
Session Chair	Tasneem Mohamed	
11:00-11:20	TZ130 Preparedness of Occupational Therapy practitioners for mental health practice in South Africa	Itumeleng Tsatsi-Mosala & Olindah Silaule
11:20-11:40	TZ018 Social Occupational Therapy in Mozambique: Challenges of an Expanding Field	Marina Di Napoli Pastore
11:40-12:00	TZ111 Inclusivity of Siblings in Caring for Children and Youth with Disabilities at Gabriela Children Rehabilitation Centre	Brenda Shuma & Alex Msofe
12:00-12:20	TZ014 Combined occupational therapy treatment techniques in the management of left distal radioulnar joint (druj) instability with malunited distal radius fracture: a case study	Raji Roqeeb Babatunde, Shwetha Pai Nayak & Guruprasad Vijayasarithi



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Event Program



DAY 2

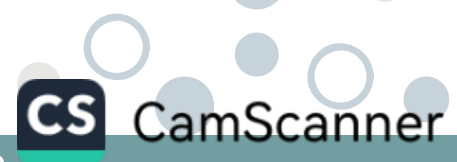
Wednesday, June 25, 7am–5pm

PARALLEL SESSIONS

Venue	V02: FARU HALL	
Theme	Promoting health, well-being and justice through occupation	
Session Chair	December Mpanza	
11:00-11:20	TZ013 Evaluating the Ergonomic Postural Variability and Work-Related Musculoskeletal Disorders Among Office Desktop Workers in Corporate Offices	Salawu Olalekan Waliyilahi & Sulbha Gauns Dessai
11:20-11:40	TZ065 Levels of awareness, views and perceptions of parents and caregivers regarding the therapeutic use of play in treatment of children diagnosed with autism spectrum disorder (ASD)	Mwanahawa Yahya Mndeme, Simon Augustine Mallya, Roselinda Anyango Akello, Vivian William Manyanga & Irene Mathew Chuwa
11:40-12:00	T071 Enhancing Youth Development and Community Well-being through Football: A Focus on Children and Youth in Chemba District, Dodoma	Bahati Said Hassan & Ostack Raymond
12:00-12:20	TZ102 Comparative Analyses of Hamstring Tightness and Sitting Duration Among Professional and Non-Professional Drivers in a Nigerian Community	Oluwasegun Elijah Ayeni, Moses Olayemi, Ayodele Teslim Onigbinde, Tosin Faith Kekere & Sussan Chinyere Ayinla

Venue	V03: DULUTI HALL	
	Workshop 2	
11:00-12:20	TZ049 Evidence from experience: writing about African occupational therapy practice	Kate Sherry & Jennifer Creek

Venue	V04: DUMA HALL	
	Workshop 3	
11:00-12:20	TZ127 Understanding the ABCs of Artificial Intelligence: Pitfalls and Possibilities for Occupational Therapy	Douglene Jackson & Kalimah Ibrahiim



Event Program



DAY 2

Wednesday, June 25, 7am–5pm

PARALLEL SESSIONS

Venue	V01: MAKINI HALL	
	Poster Presentations	
12:20-13:00	TZ016 Occupational therapy in extreme situations: reflections on practices in a social program involving children and adolescent victims of armed conflicts and child unions in Mozambique.	Marina Di Napoli Pastore, Joana Vasconcelos, Benedito Maurício Manuel, Esmael Fernando Pedro, Felizardo Casimiro Cadil, & Fernando Caetano Meneses
	TZ023 Effectiveness and Feasibility of Caregiver-Delivered Interventions for improving activity and participation outcomes in children and youth with cerebral palsy in low and middle-income countries: A Systematic Review.	Yohannes Awoke Assefa, Laura Miller, Elspeth Froude & Michael Steele
	TZ026 Social Skills and Occupational Therapy: Developing Online Tools to Support Youth with Mental Disorders in Remote Communities.	Myrto Patagia Bakaraki
	TZ034 Evaluating the Reliability of the Cognitive Assessment scale for Stroke Patients (CASP): Insights for Advancing Occupational Therapy Practice in Africa.	Fiona Breytenbach, Fatiema Dendar, Qaylah Khan, Suwaibah Hajee, Zoë Kahl & Tiana Diane Padiachi
	TZ066 Perceptions and experiences of people who use/d drugs on the harm reduction philosophy and self-sufficiency in Tshwane, South Africa.	Henry Msimango, Daleen Casteleijn & Michelle Janse Van Rensburg
	TZ106 Assessment of levels of mobility and quality of life among lower limb amputees with and without prostheses in Lagos state, Nigeria: a comparative study.	Oluwasegun Elijah Ayeni, Hezekiah Bayo Ojelabi, Ayodele Teslim Onigbinde, Grace Oluwabunmi Taiwo, Tosin Faith Kekere, Sussan Chinyere Ayinla, & Ifeanyi Victor Akpa
	TZ116 Development of Occupational Therapy Consensus-Based Guideline for the Rehabilitation of Stroke Survivors in Nigeria	Olumide Ayoola Olaoye, Akinkunle Toluwalase Akinboyowa, Ofurenosijesu Oseluokoduwa & Oluwatobi Sobayo
	TZ136 Defining privacy for occupational therapy students to ensure compliance to data privacy protection laws from arriving at to leaving the clinical placement	Matty van Niekerk, Tania Rauch van der Merwe, Denise Franzsen & Yolande Guidozzi

Event Program



DAY 2

Wednesday, June 25, 7am–5pm

13:00-14:00

LUNCH BREAK

PARALLEL SESSIONS CONT.

Venue	V01: MAKINI HALL	
Track	Occupational therapy in humanitarian crises and disaster management	
Session Chair	Lizahn Cloete	
14:00-14:20	TZ008 Refugees' experiences of Occupational Disruption in Dadaab Refugee camp	Elizabeth Achieng Andare
14:20-14:40	TZ019 "- Is this war?": narratives and experience of children in the survival of camps for displaced people from the armed conflict in Cabo Delgado	Marina Di Napoli Pastore
14:40-15:00	TZ 004 Application of Appropriate Paper-based Technology (APT) devices as a response in improving delayed milestones for children with impairments. An experience of Humanity &Inclusion in refugee camps in Rwanda	Muyizere Alexandre
15:00-15:20	TZ132 Narrative Explorations of Occupational Therapy as a Potentially Humanizing and Healing Resource in a Wounded Post 1994 South Africa	Dominique Jaimie

Venue	V02: FARU HALL	
Track	Promoting health, well-being and justice through occupation	
Session Chair	George Shirima	
14:00-14:20	TZ134 The Effect of an Occupational Therapy Program on Sewing Machine Operators' Ergonomic Risk, Mental Health and Productivity	Nina Dunleavy, Erin Lovemore, Munira Hoosain, Darren Jackson, Michaylah Hendricks & Kyarah Siljeur
14:20-14:40	TZ126 An exploration of factors contributing to readmission of substance use clients at mental health care centre in Namibia.	Maria Naapurwe lita & Munyaradzi Chimara
14:40-15:00	TZ110 Empowering Youth with Cognitive Disabilities through Vocational Training: A task analysis approach	Brenda Shuma
15:00-15:20	TZ044 Advocating for occupational justice in Africa: Occupational therapists mounting a moral argument	Clare Hocking & Clement Nhunzvi



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Event Program



DAY 2

Wednesday, June 25, 7am–5pm

PARALLEL SESSIONS CONT.

Venue	V03: DULUTI HALL	
Track	Occupational therapy education	
Session Chair	Sudi Muli	
14:00-14:20	TZ047 Bridging Pedagogical Gaps: Collaboration and Challenges in Occupational Therapy and Education in South Africa	Shireen Damonse, Pam Gretschel & Adele Ebrahim
14:20-14:40	TZ076 Evaluating knowledge and skills of conducting functional capacity evaluations amongst occupational therapists in Kampala, Uganda	Kalanda Muwonge Emmanuel
14:40-15:00	TZ042 Indigenous knowledge in Occupational Science: Towards a decolonized curriculum	Fasloen Adams
15:00-15:20	TZ122 Making implicit occupational therapy curriculum expectations explicit creates an inclusive learning environment	Matumo Ramafikeng
Venue	V04: DUMA HALL	
	Workshop 4	
14:00-15:20	TZ032 Co-Creating an Afrocentric Occupational Therapy Framework: A Participatory Workshop Integrating African Philosophies into Practice	Joana Nana Serwaa Akrofi, Janet Njelesani, Tsu-Hsin Howe & Aissetu Ibrahima
15:20-15:55	AFTERNOON TEA BREAK	
Venue	V01: MAKINI HALL	
Theme	Occupational therapy in humanitarian crises and disaster management	
Session Chair	Rediet Ayele	
16:00-16:20	TZ037 An investigation into the possible sensory integration difficulties in children living in poverty.	Janine van der Linde
16:20-16:40	TZ064 Challenging the status quo: Social Inclusion through Activist Occupational Choices, Stories of Young Adults with Substance Use Disorder and HIV/AIDS in Zimbabwe	Clement Nhunzvi, Lisa Langhaug, Edwin Mavindidze, Richard Harding, Florence Nightingale & Roshan Galvaan
16:40-17:00	TZ133 Embracing a critical community development orientation and strategy in occupational therapy practice	Liesl Peters, Sithembelenkosini Ngcobo & Roshan G

Event Program



DAY 2

Wednesday, June 25, 7am–5pm

Theme	Promoting health, well-being and justice through occupation	
Session Chair	Sophia-Lorraine Noxolo Allie	
16:00-16:20	TZ080 The First Occupational Therapy Theory for Enablement and Participation of Children with Brain Injury in Uganda	Francis Uzu Ekwan, Amshuda Sunday & Pamela Joy Gretscher
16:20-16:40	TZ108 Defining the role of rehabilitation in transitional care: a scoping review	Kathryn Golesworthy & Helen Buchanan
16:40-17:00	TZ143 Workplace-based intervention for Mental Health in Africa: A Scoping Review	Munira Hoosain, Naafi'ah Mayet-Hoosain & Nicola Plastow
Venue	VO3: DULUTI HALL	
Theme	Occupational therapy education	
Session Chair	Brenda Shuma	
16:00-16:20	TZ003 Development of graduate attributes in a role emerging student clinical placement	Fasloen Adams & Munira Hoosain
16:20-16:40	TZ046 Building an Understanding to construct a plan: Exploring Occupational Therapy Practice for Preschool Children with Autism Spectrum Disorder in South Africa's Public Health Sector	Tasneem Mohomed, Pamela Gretscher & Seyi Amosun
16:40-17:00	TZ121 Re- imagining Paediatric Occupational Therapy Private Practice in Namibia: Doing Hard Things to develop Habituation and Volition in Preschool children	Heidi Schmidt, Helga Burger & Nyarie Munambah
Venue	VO4: DUMA HALL	
16:00-16:20	TZ032 Co-Creating an Afrocentric Occupational Therapy Framework: A Participatory Workshop Integrating African Philosophies into Practice	Joana Nana Serwaa Akrofi, Janet Njelesani, Tsu-Hsin Howe & Aissetu Ibrahima
16:20-16:40	TZ123 Lived Experiences and Perspectives of Indigenous African Occupational Therapists and the African Diaspora	Douglene Jackson, Kalimah Ibrahiim & Sarah Mbiza
18:30	Journal of Occupational Science cocktail - BY INVITATION ONLY	

Event Program



DAY 3

Thursday, June 26, 8am–5pm

Time	Activity	Responsible
Venue	V01: MAKINI HALL	
Chair/MC		
08:00-08:30	Registration	Delegates
08:30-08:40	Announcements	LOC/OTARG EX-CO

PARALLEL SESSIONS

Venue	V01: MAKINI HALL	
Theme	Occupational Science in Africa	
Session Chair	Fasloen Adams	
08:40-09:00	TZ060 An exploration of occupational resilience amongst vulnerable youth Not in Education, Employment, or Training (NEET) in the context of Mitchells Plain, South Africa	Aaqil De Vries, Lisa Wegner & Thuli Mthembu
09:00-09:20	TZ040 Exploring the performance patterns and self-care practices of older adults living with families in the Western Cape	Thuli Godfrey Mthembu, Caitlin Braga, Nomonde Silindile Hlongwane, Maxine Veronica Josephs, Aabidah Omar Royker, Zahaa Sallie & Nasimah Wolmarans
09:20-09:40	TZ095 Knowledge, perception and use of spirituality in occupational therapy practice in Nigeria	Ifedolapo Osundare, Olumide olaoye & Omotolani Elizabeth Olakunde
09:40-10:00	TZ057 Factors influencing participation of older people: Findings from two cross-sectional cohort studies	Nicola Ann Plastow & Monique de Wit
10:00-10:20	TZ062 Exploring Rural Youth's Perceptions and Experiences of Occupational Engagement and its Influences on Mental Health in Pofadder, Northern Cape	Elizabeth Jonker, Lisa Wegner & Thuli Mthembu
10:20-10:40	TZ088 Lessons learned by an occupational therapist participating in a UNICEF-led disability costing study in Namibia	Helga Burger, Omu Kumbazu & Tuajoroka Kakujaha-Matundu



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Event Program



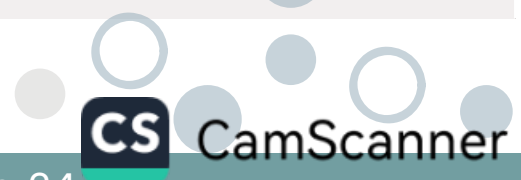
DAY 3

Thursday, June 26, 8am–5pm

PARALLEL SESSIONS

Venue	V02: FARU HALL	
Theme	Promoting health, well-being, and justice through occupation	
Session Chair	Shireen Damonse	
08:40-09:00	TZ052 Classroom Strategies For Learners With Foetal Alcohol Spectrum Disorder (FASD)	Lizahn Cloete
09:00-09:20	Using the Igisoro game in occupational therapy rehabilitation in Rwanda: an exploratory study	Epiphane Murebwayire
09:20-09:40	TZ083 Parenting Through a Sensory Lens: Mother's Navigation of Tantrums in Rehoboth (Namibia)	Jamie-Lee van Wyk & Lian-Marie Drotsky
09:40-10:00	TZ105 Ergonomic Design as a Determinant for the Prevalence of Work-Related Musculoskeletal Disorders among Office-Based Civil Servants in Ondo State, Nigeria	Oluwasegun Elijah Ayeni, Dawud Oyedemi Ibrahim, Ayodele Teslim Onigbinde, Grace Oluwabunmi Taiwo, Tosin Faith Kekere, Sussan Chinyere Ayinla & Ifeanyi Victor Akpa
10:00-10:20	TZ090 Influence of Attachment on Learning Amongst Children Living in Orphanages from Low-income to Upper-middle Income Countries: A Scoping Review	Tangi Angula, Helga Burger, Antoinette De' Almeida & Lian Drotsky
10:20-10:40	TZ077 Factors contributing to non-adherence to occupational therapy among readmitted patients with psychosocial problems at Mathari national teaching and referral hospital	Kalanda Muwonge Emmanuel, Mtawa Andrew & MacDonald Wayekha

Venue	V03: DULUTI HALL	
	Workshop 5	
08:40-10:40	TZ031 Let's talk about trauma: An often-missed underlying cause of occupational dysfunction	Erica Ann Conibear



Event Program



DAY 3

Thursday, June 26, 8am–5pm

PARALLEL SESSIONS

Venue	V04: DUMA HALL	
	Workshop 6	
08:40-10:40	TZ012 Ergonomics evaluation of work station, posture and body alignment with conceptual activity based intervention. Occupational therapy perspectives.	Odeyoyin Yusuph Abiodun

Venue	V05: MAKINI HALL (B)	
	Workshop 7	
08:40-10:40	TZ0067 Collaborative writing workshop: What does occupational justice mean in the African context?	Clare Hocking, Clement Nhunzvi, Juman Simaan & Roshan Galvaan

10:40-11:10	TEA BREAK	
Venue	V01: MAKINI HALL	
11:15-13:00	OTARG Biennial General Meeting (BGM)	OTARG Delegates

13:00-14:00	LUNCH	
14:00-17:00	SITE VISITS	Delegates

17:00	END OF DAY THREE	
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Event Program

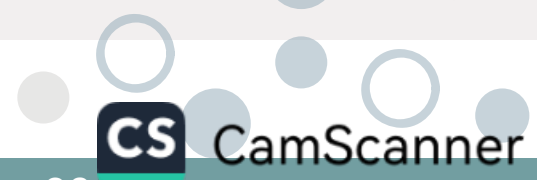


DAY 4

Friday, June 27, 8am–5pm

Time	Activity	Responsible
Venue	V01: MAKINI HALL	
Chair/MC		
08:00-08:30	Registration	Delegates
08:30-08:35	Introduction of Keynote Speaker	Sudi Muli
08:35-08:55	Community-Led Rehabilitation: Lessons from Tanzania	Brenda Shuma

PARALLEL SESSIONS		
Venue	V01: MAKINI HALL	
Theme	Strengthening rehabilitation in health systems	
Session Chair	Anthony Ephraim	
09:00-09:20	TZ112 The First 1000 Days: A Scoping Review of OT Practice in Low-and-Middle-Income Countries	Aloise Cresta Kokule Kwadjaoua Shapumba, Munyaradzi Chimara & Helga Burger
09:20-09:40	TZ 063 Translating the Occupation-based Community Development (ObCD) Framework in diverse global settings	Roshan Galvaan, Liesl Peters, Donica Jacobs, Lindelwe Mazibuko, Nureen Ebrahim, Raeesah January & Silakhile Zote
09:40-10:00	TZ125 Primary care and multi-agency working to address health-promoting occupations	Kalimah Ibrahiim & Israa Elmousa
10:00-10:20	TZ072 Co-constructing Humanising Praxis: A case study exploring the application of the Occupation-based Community Development Framework	Meghan LM Krenzer & Roshan Galvaan
10:20-10:40	TZ041 The Origins and Evolution of Occupational Therapy Identities, Epistemologies and Practices in Tanzania A Case Study (1998 – 2022)	Dominick Michael Mshanga
10:40-11:00	TZ038 Advancing anti-racist and decolonial publishing practices in the Journal of Occupational Science: Enacting structural change through policy and procedural revisions	Rebecca Aldrich, Clare Hocking, Clement Nhunzvi, Juman Simaan, Lisette Farias & Lilian Magalhães



Event Program



DAY 4

Friday, June 27, 8am–5pm

PARALLEL SESSIONS CONT.

Venue	V02: FARU HALL	
	Workshop 8	
09:00-11:00	TZ045 The therapeutic value of Art in occupational therapy practice and education	Lisa Wegner
Venue	V03: DULUTI HALL	
	Workshop 9	
09:00-11:00	TZ078 Designing an impactful awareness campaign: strategies for practicing Occupational therapists	Karlien Burger, Tessa Becker, Munyaradzi Chimara, Inken Kuehhirt, Helena Louw, Patricia Pretorius & Frieda Shilumbu

11:00-11:30 **TEA BREAK**

	CLOSING CEREMONY	
11:35-11:55	Reflections	LOC Chairperson - Brenda Shuma
11:55-12:30	Vote of Thanks and Acknowledgements	OTARG VPs
12:30-12:50	Cultural Performance	Cultural Art Center
12:50-13:00	Closing Remarks	OTARG President

13:00-14:00 **LUNCH**



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Abstracts

TZ002: Perspectives of mental health service users and their primary caregivers on vocational rehabilitation in Namibia: A qualitative study

Author(s): Munyaradzi Chimara

Co-author(s): Lana van Niekerk

Affiliation: University of Namibia

Abstract:

Background Occupational therapists provide vocational rehabilitation to mental health service users enabling them to purposefully and meaningfully engage in work. A vocational rehabilitation practice framework to guide occupational therapists working in mental healthcare settings is absent in Namibia. **Objective** The study explored contextual factors to consider in developing vocational rehabilitation practice framework from the views of mental health service users and their primary caregivers. **Method** A qualitative collective case study design situated within an interpretivist paradigm was employed. Seven focus group discussions and twenty-three in-depth individual interviews were conducted with services users and primary caregivers purposively selected from two study sites where vocational rehabilitation service is provided. An inductive thematic analysis was done utilizing ATLAS.ti. **Results** Three themes emerged: (i) service users want to and need to work, and have the rights to equitable work opportunities; (ii) obtaining and sustaining work is difficult due to stigma and discrimination; (iii) collaborative action is needed to create equitable work opportunities. **Conclusion** Occupational therapists should embrace an advocacy role to improve equitable work opportunities for chronic mentally ill service users, and collaboration with employers and family members is crucial in order to achieve vocational rehabilitation outcomes. **Contribution** The study contributes to the field of mental disability and informs vocational rehabilitation strategies for mental health service users.

TZ003: Development of graduate attributes in a role emerging student clinical placement

Author(s): Fasloen Adams

Co-author(s): Munira Hoosain

Affiliation: Stellenbosch University

Abstract:

Introduction: Role emerging placements, where there is no on-site clinical occupational therapist, have become more common as a complement to traditional student clinical placements. Limited information is available about the professional development of occupational therapy students and the development of graduate attributes at role-emerging clinical placements, particularly in low to middle income countries. **Methods:** This study aimed to describe students' perceptions of the development of graduate attributes within a South African clothing factory as a role-emerging placement, using a parallel convergent mixed methods study design. Purposive sampling was used to recruit all final year students placed within the clothing factory clinical block during 2023 (n=8). Two data collection tools were used: 1) A rating scale where students rated their development in each graduate attribute role on a weekly basis; 2) A weekly reflective journal, following the Gibbs reflective cycle, where students reflected on the development of graduate attributes during the past week. **Results:** 47 entries were made into the survey and eight students submitted reflective journals. Students improved in all graduate attribute roles, with Collaborator improving the most (63%) and Professional improving the least (26%). This was supported by the qualitative data (reflective journals), which were analysed using framework analysis. While students did not improve greatly in the Scholar role on the survey, there was much written about this role in their journals. Evidence was found for each of the seven graduate attribute roles, as well as four additional themes: Cultural sensitivity, Creativity, Social Justice and Barriers/Facilitators. Findings were confirmed using member checking. **Conclusion:** Role emerging occupational therapy student placements such as clothing factories provide valuable settings for the development of graduate attribute roles, particularly the role of "Collaborator". Students underestimated their growth in the role of "Scholar".



TZ005: Low Back Pain and Activity Limitation among Office Workers in selected Public Institution in Kigali City.

Author(s): Muyizere Alexandre; Maurice Kanyoni

Co-author(s):

Affiliation: University of Rwanda

Abstract:

Abstract Title: Low Back Pain and Activity Limitation among Office Workers in selected Public Institution in Kigali City. Author: Alexandre Muyizere, Co-Author: Maurice Kanyoni Email: alemuyizere@gmail.com Background: Low back pain is a global health burden of work related disability and most cause to missing workdays both high and middle income countries. Today's working environment increasingly demands more time spent sitting due to computerization and other advances in technology. Sitting for hours without taking breaks may influence posture, and alignment of the lumbar spine. Consequently, it may influence low back pain (LBP) to office workers almost working in sedentary life style. Aim: to determine low back pain and activity limitation among office workers in Kigali city. Methods: A cross-sectional descriptive quantitative design was used in this study in a selected public institution. The study carried out on 51 participants (office workers). Self-administered questionnaires were used to collect data. Excel and statistical package of social sciences (SPSS) version 21 was used to analyze data. Data were presented in tables and figures. The permission to conduct this study was given by University of Rwanda, College of Medicine and Health Sciences Institution Review Board. All ethical issues were considered during this study. Findings: The prevalence rate of participants with LBP was 41.2 %. Results indicated that these office workers spent most of their working hours seated, many of them using a computer. The majority 80.95% were sitting six hours consciously without taking breaks. In addition, the study finds physical factors 42.85%, work organization 14.28%, workplace layout and infrastructure 42.28% associated with increased years of working as office workers are contributing factors leading to LBP. Low back pain was also a major cause of limitations in activities of daily living such 52.38 % in bathing, 42.85% tying shoelaces, 76.19% squatting to toilet, 28.57% washing clothes, 23.80% meal preparation and 42.85% ironing which impact productivity both at home and work. Conclusion: Low back pain appears to be increasingly prevalent and has been found to be associated with time lost at work, disability, and economical costs. Working conditions, coupled with awkward posture, have been reported to be possible leading factors to LBP among office workers. Therefore, intervention to target these leading factors of LBP need to be developed, thus prevent LBP in this modern time. Key words: Low back pain, activity limitation, office workers, public institution

TZ006: OUTCOME OF CARETAKER – OCCUPATIONAL THERAPIST COLLABORATION IN INVOLVING PATIENTS ADMITTED FOR MENTAL HEALTH TREATMENT IN ACTIVITIES OF DAILY LIVING AT GULU REGIONAL REFERRAL HOSPITAL.

Author(s): NSEKO ARTHUR WILLIAM

Co-author(s): Kalule Timothy, Nafula Ritah

Affiliation: GULU REGIONAL REFERRAL HOSPITAL

Abstract:

Background Mental health patients admitted in hospitals with few or no Occupational Therapist often receive little or no contact with the therapist(s) for their much-needed rehabilitation need. This promotes over-use and abuse of anti-psychotic drugs, encourages aimless and often unsupervised movements of patients, and high burden of care for both health workers and caregivers. Aim To determine the impact of Caretaker – Occupational Therapist collaboration in the involvement of patients admitted for mental health treatment at Gulu Regional Referral Hospital. Methodology 100 Caregivers were enrolled in the study upon on the first day of admission of their patients for mental health treatment. An interview was conducted with the caregivers to determine mental and physical status of their patients and themselves. An earlier designed daily routine was presented to the caregiver to be implemented with the client with support from the Therapist. The caregiver is subject to the same interview upon discharge from the hospital. Results There was a remarkable improvement in the health outcome of patients at the treatment center. Conclusion The purposeful engagement of caregivers in the rehabilitation of their patients yields better health outcomes of admitted mental health patients.

TZ009: Occupational therapy students' experiences of using the Kawa Model as a self-reflection tool during mental health work-integrated learning in Gauteng, South Africa

Author(s): Nthabiseng Phalatse

Co-author(s): Michaela Goncalves, Kayla Jenkinson, Aqeela Naidoo, Justancia Sithole, Inaminkosi Zwane - all from The University of Pretoria

Affiliation: University of Pretoria

Abstract:

Introduction: Healthcare professionals are encouraged to become reflective professionals, and this can be practised throughout their undergraduate training. There are different tools one can use to practise self-reflection. Aim: To explore the occupational therapy students' experience of using the Kawa model as a self-reflection tool during their mental health work-integrated learning. Methodology: An exploratory descriptive qualitative design was used. Semi-structured online interviews with probe follow up questions were conducted with 10, newly graduated community service occupational therapists who used the Kawa Model as a self-reflection tool in their final year mental health work-integrated learning. The data was analysed using Braun and Clarke's six steps of thematic analysis. Results: Four themes emerged from the data on using the Kawa model as a self-reflection tool: (i) Facilitators to reflection, (ii) barriers to reflection, (iii) Professional development and (iv) Recommendations. Conclusion: The Kawa model as a self-reflection tool is beneficial. This is clear as participants noted that self-reflection with the use of a model provided them with a guideline, which helped them to organise their thoughts when reflecting. This had a positive impact on their professional development and encouraged them to become more self-aware. The model can be integrated into undergraduate training and be used as self-reflection tool during work-integrated learning. Although the results of this study are specific to mental health work-integrated learning, participants have recommended its use in other work-integrated learning areas for self-reflection.

TZ010: Impacts of Ergonomic and adaptive techniques training for improving Occupational Performance of a patient with both bone fracture of the forearm

Author(s): ODEYOYIN Yusuph Abiodun

Co-author(s): Epiphany Murebwayire, Department of Occupational Therapy, Rwanda Military Hospital, Kigali, Rwanda. Dr. Shovan Saha, Department of Occupational Therapy, Manipal College of Health Professions, Manipal Academy of Higher Education, Karnataka, India

Affiliation: Fordham Nursing and Rehabilitation Center, New York

Abstract:

Abstract Introduction Both bone fracture of the forearm has been known to cause occupational disengagement and clients might need job replacement, adaptation or modification before being able to continue performing the job. Therapist dealing with rehabilitation of upper limb injuries and job replacement must be aware of intervention approaches and ergonomic principles to provide the best possible intervention. Case presentation A 47 year old man, father of 3 children with both bone fracture of the forearm. The patient experience limited flexion range of motion of the elbow joint and supination of the forearm and After the stabilization of the fracture lines, the patient was referred for occupational therapy with the primary concerns focusing on the functional use of hand, independent house chores and productive engagement at work. Clinical discussion The use of assistive devices and ergonomic interventions in this case improved the patient's upper limb functional activities that otherwise would have been impossible and prevented other complications that might arise due to poor posture of the patient. It is also likely that the patient's positive attitude towards the use of assistive devices and the needs to participate in his daily activities contributed to the success of the rehabilitation services provided in this case report. Conclusion Using assistive devices and ergonomics should be considered as a therapy option for improving the patient upper limb extremities in activities of daily living participation and productivity at work. Key words: Ergonomic, assistive and adaptive devices, forearm mid-shaft bone fracture, case report.



TZ2013: Evaluating The Ergonomic Postural Variability and Work-Related Musculoskeletal Disorders Among Office Desktop Workers in Corporate Offices

Author(s): Salawu Olalekan Waliyilahi

Co-author(s): Sulbha Gauns Dessai, sulbhagd@srmist.edu.in, SRM Institute of Science and Technology, India

Affiliation: Lagos University Teaching Hospital, Lagos-Nigeria

Abstract:

Aim: The aim of this study was to evaluate the prevalence of Work-related Musculoskeletal Disorders (WMSDs) and ergonomic posture among desktop workers in corporate offices and the impact on productivity. **Method:** The cross-sectional study involved 118 corporate office workers from three corporate offices (recruiting firms, administrative offices, and data analyst firms) aged 25 to 57 years, with a gender distribution of 51 females (43.2%) and 67 males (56.8%). Data were collected using the Nordic Musculoskeletal Disorder Questionnaire (NMQ) and Rapid Entire Body Assessment (REBA). The analysis included descriptive statistics and tests for associations and differences using Pearson's correlation test and chi-square with Fisher's exact test. The mean age of participants was 35.32 years (SD = 8.831). **Results:** REBA Section A results indicated that 3.4% of workers were at low risk for neck issues, 93.2% at medium risk for trunk issues, and 3.4% at risk for leg issues. Section B results showed that 0.8% of workers had negligible risk for upper arm issues, 39.8% had low risk for lower arm issues, and 59.3% had medium risk for wrist issues. Overall REBA scores revealed that 19.5% of workers were at medium risk, 63.6% were at high risk, and 16.9% were at very high risk for WMSDs. NMQ results indicated that 41.04% of workers experienced WMSDs in the last 12 months, 36.33% in the last 7 days, and 33.8% reported an impact on productivity in the past 12 months. **Conclusion:** This study showed that the prevalence of WMSDs and ergonomic postures among desktop workers in corporate offices is on the rise and this had impact on productivity. The findings contribute to a better understanding of WMSDs and offer a foundation for future research and clinical practices aimed at enhancing workplace ergonomics. **Keywords:** work-related musculoskeletal disorders; ergonomic posture; office desktop workers; corporate offices

TZ2014: COMBINED OCCUPATIONAL THERAPY TREATMENT TECHNIQUES IN THE MANAGEMENT OF LEFT DISTAL RADIOULNAR JOINT (DRUJ) INSTABILITY WITH MALUNITED DISTAL RADIUS FRACTURE: A CASE STUDY

Author(s): RAJI ROQUEEB BABATUNDE

Co-author(s): Shwetha Pai Nayak, Little Rock Indian School, Udupi district, Karnataka state, India, shwethapai29@gmail.com

Guruprasad Vijayasarithi, Department of Occupational Therapy, School of Rehabilitation and Medical Science, College of Health Sciences, University of Nizwa, Sultanate of Oman, guruprasad02@gmail.com

Affiliation: CHILDREN HUMANITY FOUNDATION

Abstract:

Abstract Acute Distal Radio-Ulnar Joint (DRUJ) instabilities is a common clinical diagnosis in the field of orthopedics. Despite been a common clinical condition, it is frequently missed diagnosed due to its co-occurrence with other orthopedics diagnosis such as mal-united distal radius fracture. Having confirm the diagnosis, there are many treatments involved in the DRUJ instability with or without mal-united distal radius fracture. This include surgical (such as: volar plating of radius) and conservative treatment. Most DRUJ patients with mal-united distal radius fracture usually undergo surgery followed by rehabilitation. The rehabilitation procedure include physiotherapy, Occupational therapy and many more. However, few of these cases were referred to occupational therapy unit for post-surgical hand rehabilitation. The main reason for this is unknown but probably because of the scanty evidence to show the impact of various occupational therapy treatment modalities in treating DRUJ instability with mal-united distal radius fracture. As a result, this study intends to report the efficacy of combined occupational therapy (OT) intervention modalities in DRUJ instability with mal-united distal radius fracture by presenting Mr J, a known case of left DRUJ instability with left mal-united distal radius fracture who sustained the diagnosis through falling from the tree years back. He was admitted for k-wire removal after six weeks of K-wire fixation and referred to occupational therapy unit for hand rehabilitation. Having established the problems to be addressed through assessments, different OT modalities which address each problem were used in the treatment process. Post treatment assessment during discharge shows a significant improvement despite the short hospital admission period. The outcome of this case study showed that, using combined OT modalities in managing DRUJ instability with mal-united distal radius fracture do have greater impact on patient with such diagnosis. **Keywords:** Distal Radio-Ulnar Joint(DRUJ), Instability, Mal-united, Radius Fracture, Occupational therapy, Treatment Modalities



TZ016: Occupational therapy in extreme situations: reflections on practices in a social program involving children and adolescents victims of armed conflicts and child unions in Mozambique

Author(s):

Co-author(s):

Affiliation: ISCISA (Mozambique)

Abstract:

Introduction: Among the possible fields in Occupational Therapy in Mozambique, the social area has been highlighted in recent years. The work with children and adolescents displaced by the armed conflict in Cabo Delgado, or with girls rescued from premature unions and early pregnancies in Nampula and Zambezia, has opened fields of practice that involve situations of humanitarian crises, war, violence and poverty. Objective: to present the results of a work developed with the Capoeira for a Future Program over the years 2023-24. Methodology: qualitative approach, and descriptive, exploratory and participatory methods. Results: Occupational Therapy faculty and students have developed several active action methodologies that involve situational diagnosis, listening and observation, drawings and photographs, body maps, home visits, community training, approximation with religious leaders and local leaders, among others. Discussion: within the Capoeira for a Future Program one of the strands is the psychosocial support which, in this case, is coordinated and led by Occupational Therapy, with care and attention after trauma and risk situations to which the children were exposed, assisting the Capoeira team in how to best work with the children to reach their potential and understanding their limitations. Activities and dynamics are also carried out by the Occupational Therapy team to motivate dialogues and open communication channels to debate and increase knowledge on various relevant issues in the communities such as violence, premature unions, early pregnancy, menstrual hygiene, sexual harassment, HIV, displacement (armed conflict), inclusion of people with disabilities, school continuity, among others. Conclusion: The entry of Occupational Therapy as one of the pillars of the program was one of the key elements, being an example of transformation through sport.

TZ017: Community Development and Occupational Therapy in Mozambique: reports of an ongoing and context experience

Author(s): Marina Di Napoli Pastore

Co-author(s): Angelo Maiela - angelomuzim@gmail.com. ISCISA; Dalila Naftalina Dia - daliladia@outlook.com. ISCISA; Filomena Araujo - filomenafernandoaraujo@gmail.com. ISCISA; Aida Matimba - aidajmatimba@gmail.com. ISCISA

Affiliation: ISCISA (Mozambique)

Abstract:

Introduction In Mozambique, over the last few years, Occupational Therapy has advanced to community practices and actions, emphatically within the disciplines of the Community Development module (from I to VII). Still as a challenge, the practices and internships developed by the students of the degree course and by the professors in charge have crossed barriers and other ways of doing and thinking about the profession in our country. Objective: To present the overview of the work developed, at the community level, within the Occupational Therapy degree course of the Higher Institute of Health Sciences (ISCISA) in the period of 2023. Material and Methods: From reports of our experiences, we describe the practices and actions carried out in different scenarios. Results and discussion: the various scenarios of practices have enabled the articulation with communities and real, distinct and otherness demands. Likewise, it has allowed students, professionals and faculty to be open to a practice that dialogues with real life contexts and beyond institutionalized practices within health. Conclusion: community practices in occupational therapy have achieved new reflections and opening up possible fields, expanding effective and concrete actions within the Mozambican territory, with real demands and in culturally located contexts.



TZ018: Social Occupational Therapy in Mozambique: Challenges of an Expanding Field

Author(s): Marina Di Napoli Pastore

Affiliation: ISCISA (Mozambique)

Abstract:

Introduction: Occupational therapy in Mozambique, as an area of knowledge and professional, began in 2007 after an agreement with the Ministry of Health and the Higher Institute of Health Sciences, in which the focus was on working with people in psychological suffering due to HIV/AIDS and epilepsy. Very focused on medical-hospital and drug issues, Occupational Therapy followed a pattern focused on a European curriculum; However, currently, one of the areas of action has been the social area, in an interface with the community, in fields that discuss poverty, homeless people, children and adolescents displaced from the armed conflict, premature marriage, early pregnancy, people in conflict with the law and sociocultural issues rooted in national contexts. Objective: to present the challenges and paths of an area under construction. Methodology: qualitative, with experience reports. Results and discussion: To understand the formation of social occupational therapy as a field of reflection and intervention; attention to social groups in processes of rupture of social support networks; occupational therapy that has been constituted outside the health-disease structuring axis; problematize the relationship between occupational therapy, society and the culture in which its action is inscribed – context; emergence of the social issue in the reflection and practice of occupational therapy; context of intervention, deinstitutionalization processes, territorial actions and concepts. As an analysis, it focuses on socio-cultural issues and diversity in an African context, namely in Mozambican territory. Conclusion: Thinking about social occupational therapy leads, at this moment, to reviewing and reformulating concepts and reorienting our praxis, promoting the insertion, inclusion and social participation of the different social groups with which we work, in line with the local reality and contexts, in an African perspective of making the profession.

TZ019: "- Is this war?": narratives and experience of children in the survival of camps for displaced people from the armed conflict in Cabo Delgado

Author(s): Marina Di Napoli Pastore

Co-author(s):

Affiliation: ISCISA (Mozambique); "Infâncias Protagonistas" research group; "Link'art Africa" fapesp research group

Abstract:

Introduction: Based on the understanding that children are subjects of rights, this summary proposes a dialogue of an ethnographic, participatory research, carried out in Mozambique, during the years 2023 and 2024, in camps for displaced people due to the armed conflict, located in the province of Cabo Delgado, with children who inhabit different territories of passage. Methodology: Through methodologies that promote the active listening of these children, this work will be presented in a tone of narratives and oral history. Results and discussion: With grafts from the field diary and images produced in the experience with the children, the poetic experience of the children's social suffering and the marks of violence registered in their bodies are addressed. It was found that most of the policies for people on the move focus on emergency issues and do not provide spaces for the manifestation of childhood, such as participation in the education process, school continuity, belonging and support networks, issues between assistance and assistance, playing, among others. This directly interferes with the performance and intervention of Occupational Therapy in contexts of humanitarian crises and, in particular, with the child population. Conclusion: The drawn stories, which denounce silenced experiences, encompass a perception of the world; a world that only those children, in those experiences, experience. This reflection intends to collaborate in the implementation of new fields of knowledge and practices in occupational therapy and in the formulation of public policies that enable the full integration of displaced children and in the social life of their territories, as well as to rethink the spaces of action and the molds in which research has been produced, based on real subjects and contextualized demands. for the area of Occupational Therapy in Mozambique.



TZ201: Assessment of the Demand for Occupational Therapy Upgrade Programs from Diploma to Degree in Kenya

Author(s): Tabitha Rangara-Omol; Juliet Mugga; Dovison Kereri

Co-author(s):

Affiliation: President, Dr Tabitha Virtual Campus, Senior Lecturer (Adjunct), Amref International University, Presbyterian University of Eastern Africa, Chairperson, Occupational Therapy Council of Kenya.

Abstract:

Abstract Occupational therapy (OT) education and training in Kenya has been in existence for over 50 years but stagnated at diploma level qualifications until 2012 when two (2) Kenyan universities established the diploma to degree upgrade programs. The World Federation of Occupational Therapists (WFOT) guidelines for minimal educational standards implores occupational therapy schools worldwide to adhere to the prevailing environmental demands on the profession by improving their national education standards. The purpose of this study was to assess the need, demand, and uptake for OT upgrade programs offered in Kenya. Quantitative exploratory design was utilized. The target population comprised of practicing OTs with diploma qualifications who have not registered for upgrade degree programs (Group 1 – G1); and OTs who have either graduated from or enrolled in an upgrade degree program in a Kenyan University (Group 2 – G2). The national research licensing and Institutional Research Boards (IRB) approved the study. Simple random sampling was conducted on a population of 259 members of a Kenya Occupational Therapy Association (KOTA) online forum to select G1. Census sampling was conducted on 108 ongoing and graduated occupational therapists from two universities to select G2. Two separate structured online questionnaires were administered to G1 and G2. Only 108 of approximately 2000 diploma holders trained in Kenya have registered for upgrade degree programs (0.054%). The greatest demand for upgrade programs was in the 21 to 30 years' age group at 52% (G1, n=78). The study findings revealed a significant difference between the G1 and G2 groups $t(23) = -2.769$, $p = .008$ at $p < .05$ in the knowledge and competency levels. This study provides baseline data to inform further development and strengthening of existing and future OT education curricula in Kenya. Key words: Occupational therapy, upgrade programs, competencies, diploma, Kenya.

TZ202: Impact of specific e-therapy application in advancing occupational therapy intervention in a low-resourced country: A case study of Rwanda

Author(s): Muyizere Alexandre; Muyizere Alexandre

Co-author(s):

Affiliation: Humanity & Inclusion

Abstract:

Introduction: Provision of access to health care for all people, regardless of their socioeconomic status or where they live, is one of the United Nations' goals of making health care a universal human right. During the era of coronavirus where movement is restricted including where health facilities are located, e-therapy can be implemented in occupational therapy services to reduce socioeconomic barriers related to health costs and access. Research objective: The research study aimed to explore the impacts of specific e-therapy applications in the advancement of occupational therapy intervention in Rwanda.

Research methodology: This cross-sectional quantitative study design explores the impact of specific e-therapy application in advancing occupational therapy intervention as a rehabilitative profession in supporting clients in low resourced countries. Results: The study findings show maximum acceptance and high satisfaction level of the clients following e-therapy services; occupational therapists also were satisfied with the implementation of e-therapy services; however, a few therapists were not ready to deliver e-therapy interventions due to different challenges.

Key Words: E-therapy; occupational therapy; coronavirus; low-income country; intervention; Rwanda DOI: 10.1080/14473828.2022.2088185



TZ023: Effectiveness and Feasibility of Caregiver-Delivered Interventions for improving activity and participation outcomes in children and youth with cerebral palsy in low and middle-income countries: A Systematic Review

Author(s):

Co-author(s):

Affiliation: Australian Catholic University and University of Gondar

Abstract:

The prevalence of Cerebral palsy (CP) in low-and-middle-income (LMICs) countries is significantly higher than that of high-income countries. Children with CP face challenges that affect their activity and participation. Rehabilitation is the principal management for children with CP but there is a shortage of rehabilitation staff in LMIC. This systematic review aims to evaluate the effectiveness and feasibility of caregiver-delivered allied health interventions, that aim to improve activity and participation outcomes of children and youth with CP in LMICs. Six databases were systematically searched. Studies evaluating the effectiveness and feasibility of caregiver-delivered allied health interventions for children with CP aged 5-18 years living in LMICs were included. Two authors independently conducted title, abstract, and full-text screenings. The methodological quality of all the included studies was assessed using the Downs and Black checklist (quantitative studies) and the JBI Critical Appraisal Checklist (qualitative). The search yielded a total of 6 studies. Although the caregivers' involvement in providing the therapy was not explicitly detailed in most of the studies, they were trained by therapists in handling techniques, daily activities, communication strategies, and feeding, which they implemented in their children's everyday routines. Caregiver-delivered therapy demonstrated better outcomes in improving children's ADL compared to the Bobath technique. Caregiver-implemented AAC interventions enhanced children's body structure and function; and activity and participation. Furthermore, parents who engaged in implementing interventions with their children reported improvements in their children's participation and goal achievement. Overall, it was noted that caregivers' involvement was minimal, but their impact was promising in LMICs.

TZ024: Bridging Critical Disability Studies and Occupational Therapy: Advocating for Inclusive, Client-Centered Approaches to Empowerment, Equity, and Accessibility in Rehabilitation Practices

Author(s): Sukaina Dada

Co-author(s):

Affiliation: SMILE Canada - Support Services

Abstract:

The intersection of Critical Disability Studies (CDS) and Occupational Therapy (OT) lies in the disciplines shared commitment to challenging traditional disability models and advocating for inclusive practices that promote social justice and equity. CDS critiques the medical model of disability, emphasizing the role of societal barriers—such as physical, attitudinal, and systemic obstacles—in restricting participation. This aligns with Occupational Therapy's evolving focus on addressing individual impairments and the broader environmental factors that limit a person's ability to engage in meaningful occupations. Central to both fields is the belief in empowering individuals by valuing their lived experiences. CDS promotes the recognition of disabled people as experts in their own lives, advocating for self-determination and dismantling ableism and systemic inequities. Occupational Therapy increasingly adopts client-centered care, prioritizing the client's narrative to ensure that interventions are tailored to their goals and preferences. By listening to clients' voices and recognizing the intersectionality of their identities, therapists can better understand the impact of race, gender, class, and culture on their experience of disability. Both fields aim to eliminate barriers to participation in daily life. Occupational therapists advocate for accessible environments and inclusive policies that support engagement, while CDS calls for broader societal shifts that ensure equal opportunities for disabled individuals. Integrating Critical Disability Studies frameworks within Occupational Therapy advocacy fosters a more holistic approach to care that promotes equity, empowerment, and social inclusion.



TZ025: A decolonial approach to occupational justice education

Author(s): Dr Juman Simaan

Affiliation: Journal of Occupational Science; Edinburgh Napier University s

Abstract:

Introduction: Occupational-justice educationalists need to center Global South perspectives when teaching about communities marginalised by capitalism, patriarchy, racism, colonialism and the climate crisis. Global South peoples utilise ways of life from which occupational scientists and occupational therapists can learn, such as: 'everyday-forms-of-resistance'; 'ubuntu'. Occupational scientists applied these practices in concepts such as: 'collective occupations' and 'occupational consciousness', and in calling for the widening of the applicability of Western-based tools such as the Critical Thinking Tool and the POJF. Objective: Author's research with communities experiencing occupational injustices in Palestine, in Europe, and in Sierra-Leone informed his pedagogic practice by delivering a course about occupational justice, which centred Global South and marginalised communities' experiences. Approach: Reflexions by the author and feedback from participants in this course were analysed. Result: Participants pointed to positive changes in their worldviews, to bettering their understanding of the construct of occupational justice, and they highlighted the benefits for their practice with groups including youth seeking refuge, unhoused people and people with learning difficulties. Moreover, reflexions on participants' positionalities showed personal growth, and led to participants' heightened belief in themselves as agents of change. Outcome: Learning about communities' occupations must embed pluriversal ways of doing and knowing. Learning about occupational justice will benefit occupational therapy students and occupational therapists in Africa from combining a diversity of Global South means that enable daily life, such as Living Well and Mutual Aid. This approach will further the decolonialising of occupational science's and occupational therapy's curricula in Africa, and in other regions of the world, by enabling participants to witness communities' daily forms of resistance to occupational injustices, by raising awareness of these forms, and by working to eliminate barriers to participation in local and global contexts.

TZ027: Promoting Global South Occupation Science Knowledges: A Workshop on Effective Publication Strategies in the Journal of Occupational Science

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Abstract:

Promoting Global South Occupation Science Knowledges: A Workshop on Effective Publication Strategies in the Journal of Occupational Science. Dr Clement Nhunzvi Dr Lisette Farias Vera; Dr Juman Simaan & Dr Clare Hocking Affiliation: Journal of Occupational Science

Introduction: Occupational science is rapidly evolving, with increasing contributions from diverse global perspectives. However, a need remains to enhance the visibility and impact of research from African scholars in international journals. Objectives: This workshop aims to equip occupational therapists, scientists, and researchers in Africa with the necessary skills and knowledge to publish in the Journal of Occupational Science (JOS). We believe supporting the visibility of African knowledges can promote decolonised occupational science scholarship globally. Methods: This 2-hour workshop will be facilitated by experienced editors from the Journal of Occupational Science. It will employ a practical teaching and learning approach, using a combination of information sharing, discussion, and peer-review and writing exercises. Participants will be briefed on the entire publication process, from JOS aim and scope through manuscript preparation to submission and review. Key discussion topics will include targeting manuscripts to JOS, author positionality, structuring a manuscript, adhering to journal guidelines, and responding to reviewers' comments. Experienced editors will share insights and practical tips and encourage discussion with the participants. Results: By the end of the workshop, participants will have enhanced understanding of the publication process and specific JOS requirements. Some participants will have been assisted in scoping their ideas for potential submissions. Additionally, participants will gain confidence in navigating the peer review process and addressing reviewer feedback. Outcome: This workshop will support African occupational therapists, scientists, and researchers to make impactful contributions to occupational science international dialogues. Improved academic knowledge, writing, and publication skills will support African research dissemination, enriching the field with diverse and innovative perspectives. Maximum participants: 60 Audio-visual equipment: AV projector, 2 roving microphones for audience participation, flip charts, pens



CamScanner

TZ028: NATIONAL PERSPECTIVES GUIDING OCCUPATIONAL THERAPY EDUCATION TRANSFORMATION: HIGHLIGHTS FROM THE PANDEMIC

Author(s): NONJABULO NDABA

Co-author(s): Prof Pragashnie Govender, A/Prof Deshini Naidoo, Miss Sethabile Mafuleka

Affiliation: UNIVERSITY OF KWAZULU-NATAL

Abstract:

Introduction: Globally, all educational programmes were disrupted by the COVID-19 pandemic. This necessitated the exploration of how higher education institutions responded during this crisis to facilitate preparedness for similar emergencies in the future. This study explored how occupational therapy educational programmes in South Africa responded to the pandemic and examined the influences of external factors such as national and higher education institution policies, professional associations and professional boards.

Method: An exploratory qualitative design was used. Data were gathered through interviews with purposively selected participants, specifically the heads of departments or their proxies, along with representatives from the professional board and professional association (n=9) and analysed thematically. **Results:** Four major themes emerged from the study, namely (i) Adaptation of occupations to an online instructional environment, (ii) prioritising the person, (iii) environmental systems: inter-university collaboration and stakeholder engagement, and (iv) emerging pathways for occupational therapy education. These themes synthesise the transformation of occupational therapy education and highlight the future implications.

Conclusion: Occupational therapy education in South Africa must constantly adapt to contextual changes, such as the COVID-19 pandemic and technological advances. **Keywords:** COVID-19 pandemic, Occupational Therapy educational programme, Occupational Therapy profession, institutions and professional boards.

TZ029: Animal-Assisted Therapy and therapeutic benefits in managing Autism Spectrum Disorder: A Ugandan perspective

Author(s): Wangucha phillip

Co-author(s): None

Affiliation: Autism care Uganda

Abstract:

Title: Animal-assisted therapy and therapeutic benefits in managing Autism Spectrum Disorder: A Ugandan perspective
By: Phillip Wangucha

Abstract Introduction Animal-Assisted Therapy (AAT) uses human-animal interactions to improve emotional, psychological, and social well-being. While globally recognized, AAT is still new in Uganda but holds promise. The Comfort Dog Project in Northern Uganda showed how animals could help reduce trauma, suggesting potential in broader therapeutic applications. In addition, rabbits, as used at Autism Care Uganda, have shown promise in promoting engagement and alleviating social interaction challenges in children with Autism Spectrum Disorder (ASD). Despite growing interest, little is known about how AAT can help address social interaction challenges in Autism Spectrum Disorder (ASD). **Objective:** This study investigated the benefits of animal-assisted activities using rabbits in alleviating autism spectrum disorder at Autism Care Uganda. **Methods:** A case-series design focused on a 4-year-old child with ASD referred to Autism Care Uganda. Therapy sessions included three weekly interactions with a rabbit, featuring activities such as obstacle courses and rabbit-seeking games to improve social engagement and cognitive responses. Behavioral changes-motivation, eye contact, and participation-were carefully observed.

Findings: Rabbit interactions improved the child's motivation, focus, and therapy participation. Eye contact, a key social interaction indicator, improved from poor to fair. These results highlight the potential of rabbit-based AAT in enhancing social and cognitive skills in ASD.

Conclusion: Incorporating rabbits into AAT is an innovative, low-cost approach to advancing occupational therapy in Uganda. This scalable intervention addresses ASD-related challenges and contributes to the growth of occupational therapy in Africa. **Keywords:** Animal-Assisted Therapy, Autism Spectrum Disorder, Occupational Therapy



TZ032: Co-Creating an Afrocentric Occupational Therapy Framework: A Participatory Workshop Integrating African Philosophies into Practice

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Affiliation: New York University; Occupational Therapy Association of Ghana

Abstract:

The globalization of occupational therapy (OT) has often led to the dominance of Western-centric frameworks that fail to reflect the cultural realities of Sub-Saharan Africa. This disconnect undermines accessibility, inclusivity, and the delivery of culturally responsive care. This interactive workshop aims to address this gap by collaboratively developing an Afrocentric OT framework rooted in African philosophies, values, and worldviews. Designed for Sub-Saharan African occupational therapists (maximum 40 participants), the workshop provides experiential learning opportunities through storytelling, group discussions, and experiential learning. Participants will explore key themes, including community-based healing, spirituality, and holistic health. Using Palaver—a traditional African consensus-building method—small groups will critically assess the framework's relevance, cultural alignment, and practical application. Case-based exercises will enable participants to design culturally appropriate interventions for scenarios such as rural disability care. The session concludes with reflection circles, where participants will share feedback on the framework's strengths and areas for improvement. The expected outcomes are a draft Afrocentric OT framework validated by participant contributions, along with guidelines for applying it to practice and education. Feedback gathered through reflective dialogues will shape the framework's applicability and ensure it resonates with African contexts. Participants will also leave with actionable skills in integrating Afrocentric philosophies into therapeutic practices, fostering culturally responsive approaches in their communities. By embedding African philosophies into occupational therapy, this workshop aligns with the OTARG mission to promote equitable, inclusive, and effective healthcare delivery while creating a space for transformative conversations and skill-building. To support the session, the following audio-visual equipment and resources will be required: a projector and screen for presenting materials, a microphone for clear communication, flip charts, colored pens for group work and visual documentation, sticky notes for brainstorming, and QR codes linked to additional resources for participant access. This setup ensures an engaging and resource-rich experience for all participants.



TZ035: Care workers' perceptions of the programme for learners with severe to profound intellectual disabilities in Nkangala District Mpumalanga: Nothing about us without us.

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Tandia Rauch Van der Merwe, University of Witwatersrand

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Abstract:

Background: The South African Department of Basic Education (DBE) has recently implemented a learning programme for learners with severe to profound intellectual disabilities (LSPID) in the stimulation care centres. Outreach education teams, including multidisciplinary rehabilitation professionals and education specialists, provide LSPID learning programme training to capacitate and equip care workers in stimulation care centres (SCCs) to afford the previously marginalized children an opportunity to receive quality funded education and rehabilitation. A staff audit of SCCs in the Western Cape revealed that 40% of care workers were parents of children enrolled in the centres. However, these care workers, along with others, lacked formal training in early childhood development, health, and rehabilitation essential for providing educational support to learners with severe to profound intellectual disabilities (SPID), a condition prevalent in the Nkangala district of Mpumalanga Province. In response, curriculum specialists and therapists developed a learning program to train care workers across the country. However, little is known about the experiences and expectations of the care workers, as there has been limited research in this context. For instance, it remains unclear whether the training introduced in 2018 adequately meets their needs. To address this gap, it would be beneficial for the DBE to collaborate with care workers by exploring their experiences and creating a platform for their input in policy formulation. Furthermore, care workers were excluded from executive planning, which impacts the outcomes of the LSPID program, even though they are key role players whose support is crucial for implementing DBE strategies and activities. Consequently, care workers may be hesitant to fully engage with the learning program and training if they feel they have not had an active role in shaping decisions and outcomes. **Aim of study:** To explore the perceptions of care workers in special care centres supported by the Department of Social Development in Mpumalanga Province, South Africa about the learning programme and the training provided by the outreach education team. **Methodology:** A descriptive explorative qualitative study was used to explore the perceptions of 12 care workers who were purposively selected. Data collected using semi structured key informant interviews were thematically analysed, using inductive coding. **Findings:** The care workers appreciated the learning programme, which they believe capacitated them to provide comprehensive intervention, stimulation, and formal education to the children in their care. This programme also contributed to better-resourced working environments. Despite their positive lived experiences of the changes facilitated by the LSPID learning programme to services provided over the years, the care workers felt side-lined and undermined. The Department of Basic Education did not seek their collaboration in major decision-making and the training they received was not accredited. Additionally, the care workers did not receive recognition in terms of remuneration for the extra set of responsibilities and duties that came with the implementation of the LSPID learning programme. **Conclusion:** The LSPID learning programme is experienced as partially solving the problems that it was intended to address. The care workers expressed a desire to receive formal accredited training towards a qualification in providing care and education to learners with SPID and be remunerated for implementing the programme. **Key words:** Care workers, intellectual disabilities, learning programme, stimulation care centres, special needs education, rehabilitation, Department Basic Education, Inclusive Education, care burden. **Practice Implications** • The contributions of the outreach education team can potentially improve outcomes of the programme and give the care workers tools to confidently address challenges encountered in providing the LSPID learning programme. • The care workers' views have the potential to inform Department of Basic Education (DBE) policy to cater for their needs and those of the learners with SPID in the SCC's.



TZ036: Needs Ranking: A participatory approach for social change through giving a voice to vulnerable youth

Author(s): Lisa Wegner; Wilson Majee

Co-author(s):

Affiliation: University of the Western Cape

Abstract:

Promoting the health and well-being of youth means partnering with them and giving them a voice; however, youth, particularly in rural areas, are often marginalised and disengaged from society. There is limited occupational therapy research regarding participatory approaches with youth. This paper reports on an innovative participatory approach to engage vulnerable youth NEETs (Not in Education, Employment or Training) in identifying and ranking their needs regarding the facilitators and challenges to occupational engagement. Youth (n = 99; mean age range 22 to 25 years) from seven rural areas in the Eastern Cape, South Africa, participated in the study. Using information gleaned from a literature review (phase I), authors compiled a list of core needs on separate cards. In phase II, youth discussed and ranked each need in terms of importance for their community. Youth were also given blank cards to write other needs that our literature review could have missed. In phase III, youth participated in focus group discussions on the ranked needs as part of a broader discussion on youth risk behaviours. Thematic analysis was used for qualitative data. Needs ranking data were analysed using descriptive statistics. The top expressed priorities were further education (priority 1; 85%), skills development (priority 2; 74%) and career development and training (priority 3; 68%). Youth felt valued through the needs ranking activity. Involving youth in the assessment of their needs can improve the value of information obtained, which in turn can facilitate better allocation of community resources and development of more relevant health and well-being promotion programmes. Drawing on principles of empowerment theory, the paper expands on the popular youth-adult partnerships' literature by injecting a new engagement approach. The Needs Ranking activity is a viable and verifiable participatory approach that occupational therapists can use to engage vulnerable youth and give them a voice.

TZ037: An investigation into the possible sensory integration difficulties in children living in poverty.

Author(s): Janine van der Linde

Affiliation: University of the Witwatersrand

Abstract:

Sustainable development goals support early development to optimize growth, as well as physical, mental, and educational development. Early childhood development is influenced by the processing of sensory input from the environment, which results in learning and behavior. A study by Annamarie Van Jaarsveld found a high prevalence of sensory integration difficulties in children living in poverty. Occupational therapists are often involved in assessment and intervention within early childhood development programs, yet sensory integration difficulties in these populations are not well understood. The aim of the study was to investigate the sensory integration difficulties experienced by children living in poverty and how these difficulties influence their learning and behavior. A quantitative study was conducted to describe the assessment results from the Sensory Integration and Praxis Tests (SIPT). A convenience sample of 28 children from poor households in Gauteng, South Africa, was assessed. Data collection was carried out by six SIPT-trained occupational therapists, and data analysis was performed using Statistica software. Descriptive statistics were calculated based on the children's age, school, language, and the percentage of children who scored below -1 SD on each individual test of the SIPT. The results indicated that children in this sample experienced greater difficulty with sensory processing, particularly in terms of visual-spatial skills, sensory discrimination, and praxis on verbal command (following instructions). The sample was very small, so the results must be interpreted with caution and cannot be generalized to the entire population of South Africa. However, the results suggest that further research is needed. Occupational therapists should consider that children from poor households may have specific sensory integration difficulties.



TZ038: Advancing anti-racist and decolonial publishing practices in the Journal of Occupational Science: Enacting structural change through policy and procedural revisions

Author(s): Rebecca Aldrich

Co-author(s): Clare Hocking,

Clement Nhunzvi,

Juman Simaan,

Lisette Farias,

Lilian Magalhães,

Affiliation: Journal of Occupational Science

Abstract:

Introduction: Decolonizing knowledge requires acknowledging the unfair politics of publishing and the role that Western academic institutions and the scientific community have played in sustaining colonialism and coloniality. In response, the Journal of Occupational Science (JOS) has worked to better align its practices with its goals of embracing multiple perspectives, being critically reflexive, and promoting an anti-racist agenda. Objective: This oral presentation will outline steps JOS has taken to challenge its own practices and identify and enact anti-racist and decolonial possibilities by developing new and revising existing journal policies and procedures. Approach: The presentation will describe how this work emerged within the journal, starting with initiatives to encourage individual and collective reflexivity among JOS Board members; this process involved critically examining our beliefs, values, understandings, and judgments. Building on this foundation, the presentation will detail the creation, review, revision, and implementation of policies and procedures aimed at decolonizing the journal's practices. Results: Examples of JOS's efforts to enact its anti-racist and decolonial commitments include its Pledge to Mobilize Against Racism, the Policy on Land or Territorial Acknowledgement, and updates to the Aims, Scope, and Editorial Policy. Additionally, the journal has taken steps to publish in multiple languages. Plans to expand these initiatives involve working with the publisher to include more languages, instituting regular reviews of JOS policies and procedures, and exploring funding options to support diverse authorship. Outcome: By sharing our ongoing efforts to decolonize JOS' publishing practices, this presentation will add to critical conversations on how to decolonize occupational science. Through taking stock of this work in conversation with African colleagues at the OTARG Congress, JOS aims to enhance its role as a platform where relevant knowledges about the complexity of occupation and humans as occupational beings can be shared in ways that promote structural change in academic publishing.

TZ040: Exploring the performance patterns and self-care practices of older adults living with families in the Western Cape

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Affiliation: University of the Western Cape

Abstract:

Background: Globally, healthy ageing has been identified as a significant concern that involves older adults' performance patterns, self-care practices and well-being. However, little is known about older adults' performance patterns and self-care practices living with their families in the Western Cape, South Africa. Aim: This study explored the performance patterns and self-care practices of older adults who are living with their families. Methods: An exploratory-descriptive qualitative research design was used to gain an understanding of and insight into performance patterns and self-care. A purposive sampling method was used to recruit and select participants (five males and five females) who participated in semi-structured interviews that were audio-recorded, transcribed and thematically analysed. Trustworthiness was enhanced through credibility, transferability, confirmability and dependability. Ethical approval was sought from the Humanities Social Sciences Research Ethics Committee. Results: Five themes were identified: (i) "Older Adults are the pillars of families and the community", (ii) "The art of ageing: Daily practices for longevity and joy", (iii) "Structured and flexibility: The duality of ageing", (iv) "Encore reverberates older adults' realities", and (v) "Enduring the trials of ageing". Conclusion: Overall, the findings revealed that older adults are important pillars that sustain family cohesion and community well-being. It was noted from the findings that older adults' unstructured and flexible routines enabled their engagement in healthy behaviours and self-care activities, which fulfilled the purpose of life and well-being. The findings may contribute to policies and community-based programs that promote resilience and healthy ageing in older adults.

TZ041: The Origins and Evolution of Occupational Therapy Identities, Epistemologies and Practices in Tanzania A Case Study (1998 – 2022)

Author(s): Dominick Michael Mshanga; Oluwasegun Elijah Ayeni

Co-author(s):

Affiliation: Assistant Lecturer KCMUco

Abstract:

Introduction: The occupational therapy profession in Tanzania is still in its early stages of development, having been officially introduced in 1998. Since the inception of occupational therapy services and training programs in the country, there has been a notable lack of research exploring the history and evolution of the profession. No systematic study has been conducted to examine the roots of occupational therapy in Tanzania, how it was established, and how it has developed over time to meet the needs of the population. Understanding this genealogy is essential for appreciating the factors that have shaped the current situation of the profession in Tanzania.

Aim: This presentation aims to outline the rationale and methodology of an ongoing study designed to explore the origins and evolution of the occupational therapy profession in Tanzania. The study seeks to trace the historical development of occupational therapy, identify key milestones, and analyze how the profession's identities, epistemologies, and practices have evolved. By examining the socio-cultural, educational, and professional contexts that have influenced the field, the study aims to provide insights into the unique characteristics of occupational therapy in Tanzania and its future trajectory. Ultimately, this research hopes to contribute to the global discourse on occupational therapy's development in low-resource settings and inform policy, training, and practice within the country.

TZ042: Indigenous knowledge in Occupational Science: Towards a decolonized curriculum

Author(s): Fasloen Adams

Affiliation: Stellenbosch University

Abstract:

Occupational therapy as a profession originated in the Global North and the majority of its epistemology and ontology was generated by scholars and clinicians from the Global North. In line with the call for decolonizing of education curriculums in the Global South, there is also a call for decolonizing of and critical review of current occupational therapy and occupational science epistemology including models, theories, assessment tools, etc. to ensure it is valid and relevant for use in the Global South. Incorporating indigenous knowledge would be the answer to achieving this. This paper will explore how indigenous knowledge from South Africa can help decolonize the occupational therapy curriculum at a South African university. It will also explore the ethical dilemma of who should lead the process of inclusion of indigenous knowledge into the curriculum as many of the current lecturers and researchers were educated in a system where the majority of content was from the Global North. Bearing in mind Frantz Fanon's writing on the colonized mind, there needs to be consideration that these lecturers' and researchers' minds, could be in part, colonized already. Lastly, this paper will explore how and which indigenous knowledge needs to be gathered and how novice students can be co-researchers and co-curriculum developers as they have not had any exposure to any occupational therapy ontology or epistemology.

TZ043: My journey is very, very happy. I'm happy'- User perspectives of rehabilitation services in Primary Healthcare in South Africa

Author(s): Lebogang Maseko

Co-author(s): Hellen Myezwa, Hellen.myezwa@wits.ac.za, University of the Witwatersrand. Fasloen Adams, fasloen@sun.ac.za, Stellenbosch University.

Affiliation: University of the Witwatersrand

Abstract:

Rehabilitation services play a vital role in improving health outcomes, particularly within primary healthcare settings at the community level. Engaging rehabilitation service users and caregivers in health system strengthening is essential for effective healthcare planning and evaluation. This study explored the perceptions of rehabilitation service users regarding the services they received and the impact on their functioning within the Johannesburg Metropolitan District. A qualitative approach was employed, utilizing purposive sampling of participants attending rehabilitation at nine provincially funded clinics. Semi-structured interviews were conducted, and the data were analyzed using reflexive thematic analysis.

The findings revealed a central theme of satisfaction with rehabilitation services, supported by five categories: (1) provider actions, (2) service organization, (3) user actions, (4) access, and (5) outcomes. Participants reported positive experiences, emphasizing the significance of effective communication, people-centered care, strong therapeutic relationships, and active patient participation in achieving positive outcomes. This study highlights the importance of service user engagement in sustaining and expanding rehabilitation services at the PHC level to align with proposed health policy reforms towards universal health coverage in South Africa.

TZ044: Advocating for occupational justice in Africa: Occupational therapists mounting a moral argument

Author(s): Clare Hocking

Co-author(s): Clement Nhunzvi, cnhunzvi@bond.edu.au, Bond University

Affiliation: Auckland University of Technology

Abstract:

Introduction: The World Federation of Occupational Therapists defines occupational justice as the right to engage in occupations people need to do to survive, experience as meaningful, and that support community and personal well-being. Three occupational rights are identified: the right to participate, the right to choose occupations without coercion, and the right to freely engage without risk to safety or dignity. These rights are intentionally aligned with the United Nations Universal Declaration of Human Rights. However, despite the relationship between justice and rights, it seems that occupational therapists seldom explicitly reference these rights when they expose and seek to address occupational injustices.

Objective: To examine the basis of African authors' assertions that occupational injustices are occurring, that occupational injustices are harmful, and that action should be taken to rectify the situation.

Approach: A systematic review was conducted of 15 articles discussing occupational justice or injustice, published in the South African Journal of Occupational Science or the Journal of Occupational Science. The articles were analyzed for references to human or occupational rights, the nature of the harm caused by occupational injustices, claims made about populations exposed to injustices, and proposed ways for redress.

Results: Authors described occupational injustices across diverse populations and contexts, with occupational deprivation being the most commonly cited occupational injustice. While concerns were raised about current and future harms resulting from violations of occupational rights, the articles often referenced human and occupational rights without specifying which rights were violated. Rather, arguments tended to focus on the humanity of people experiencing occupational injustices.

Outcome: The analysis revealed that claims for occupational justice were more often rooted in moral arguments rather than being explicitly based on people's rights. Descriptions of people experiencing occupational injustices framed them as deserving citizens harmed by the failure to protect their occupational rights.

TZ045: The Therapeutic Value of Art in Occupational Therapy Practice and Education

Author(s): Lisa Wegner; Lisa Wegner; Lisa Wegner; Lisa Wegner; Lisa Wegner; Lisa Wegner; Lisa Wegner; Lisa Wegner; Lisa Wegner; Lisa Wegner

Co-author(s):

Affiliation: University of the Western Cape

Abstract:

In this workshop, we will explore the therapeutic value of art in occupational therapy practice and education. The workshop will start with a brief lecture input focusing on the science and research supporting the use of art and creative media in practice. In addition, the presenter will share her experiences of teaching student occupational therapists about therapeutic art techniques focusing on mandala art. This has offered students another tool in their therapeutic toolbox, and enabled them to reflect on, and manage, some of their personal challenges. The therapeutic potential and agentic nature of mandala art will be highlighted using excerpts from student case studies alongside their mandalas. Workshop participants will have the opportunity to explore art practically through experiencing colour dialogue and mandala art activities. This will be followed by a World Café style discussion where participants share their experiences of using art in occupational therapy practice. We will reflect on questions including the extent and ways in which occupational therapists are using art, the barriers and facilitators to using art, and how art can be used therapeutically as part of assessment and treatment practice. The workshop will be presented as follows: Lecture: 20 minutes Practical: 60 minutes Discussion (World Café) questions: 40 minutes

TZ046: Building and Understanding to construct a plan: Exploring Occupational Therapy Practice for Preschool Children with Autism Spectrum Disorder in South Africa's Public Health Sector

Author(s): Tasneem Mohomed

Co-author(s): Associate professor Pamela Gretschel, pam.gretschel@uct.ac.za, UCT

Professor Seyi Amosun, seyi.amosun@uct.ac.za, UCT

Affiliation: UCT

Abstract:

Introduction: In South Africa, a growing number of children with Autism Spectrum Disorder (ASD) are requiring support from occupational therapists working in a constrained public health sector. This study explores the practice patterns of occupational therapists working with preschool-aged children diagnosed with ASD in the Western Cape, South Africa. The research focuses on identifying barriers and enablers to therapy in a constrained public health sector, aiming to generate recommendations for improving service delivery.

Methodology: The study used a multi-phase, sequential, exploratory mixed methods approach, combining a record review and semi-structured interviews. In the first phase, case notes from 92 files across four public health sites were analysed. In the second phase, interviews were conducted with six female occupational therapists working in these sites to understand the factors impacting on their assessment and intervention strategies. The interviews were transcribed and analysed using thematic analysis.

Findings: The findings revealed that occupational therapists commonly used the sensory profile and self-developed screening tools to assess the children's occupational needs, leading to a focus on fine and gross motor development. Two main themes emerged from the interviews: Build an understanding (1) in which therapists worked within the constraints of large caseloads, adopting a child-driven approach to understand each child's needs, and Constructing a plan together (2) where therapists emphasized the importance of collaborating with caregivers to both understand and address the contextual factors affecting the child's engagement in therapy.

Conclusion: In conclusion, while occupational therapists faced significant challenges in addressing the diverse needs of children with ASD, the study highlighted the support they need to provide more holistic interventions. These findings offer valuable insights into how to enhance occupational therapy services for preschool-aged children with ASD in South Africa's public health sector.



TZ047: Bridging Pedagogical Gaps: Collaboration and Challenges in Occupational Therapy and Education in South Africa

Author(s): Shireen Damonse

Co-author(s): Associate Professor Pam Gretschel; pam.gretschel@uct.ac.za

and

Dr Adele Ebrahim; adele.ebrahim@uct.ac.za

both UCT affiliated

Affiliation: UCT

Abstract:

Introduction: Pedagogy refers to the method and practice of teaching used when teaching a concept or theory and bringing learning to life (Smith, 2012). Individuals use different teaching methods to bring across knowledge while the various stakeholders learn differently to gain knowledge and skills. In South Africa, final-year occupational therapy students from the University of Cape Town support foundation phase learners at low quintile schools by fostering collaborative partnerships with educators, moving away from traditional, impairment-focused therapy models to address the children's diverse learning needs. In this presentation we share the findings of a study which aimed to describe educators' general experiences of implementing a programme, as well as how pedagogical conflict in collaborative relationships arises as a natural challenge when individuals with varying perspectives, roles, and expectations participate in the collective process of teaching and learning.

Methodology and Findings: Using a qualitative, descriptive study design, the researcher purposively sampled three Grade R educators who implemented the programme, to participate in two focus groups. Data was audio-recorded and transcribed. The theme "Them and us" emerged prominently, highlighting the divide between educators and occupational therapy students. This fragmented partnership hindered the merging of their pedagogical intentions into a unified vision. Educators held preconceived notions about the facilitation of sessions, which clashed with the program's objectives. They struggled to grasp how the occupational therapy training aimed to integrate fine motor skills within the CAPS curriculum and the diverse methods available to achieve this. This lack of understanding exacerbated the challenges in collaboration, ultimately impacting the effectiveness of the program's implementation.

CONCLUSION: The study highlighted the importance of pedagogical knowledge and professional development in the pursuit of making the academic journey for learners more meaningful and purposeful

TZ048: Child Learning Development and Play: From the classroom to practice - a pedagogical shift

Author(s): Tasneem Mohamed; Shireen Damonse

Co-author(s):

Affiliation: UCT

Abstract:

The University of Cape Town (UCT) Occupational Therapy (OT) curriculum is structured around five domains: Physical Health, Mental Health, Work Practice, Community Development Practice, and Child Learning, Development, and Play (CLDP). However, CLDP content is currently taught in isolation across various courses in the four-year undergraduate program. This lack of integration makes it difficult for final year students to develop holistic interventions to address children's occupational needs within practice learning. This project aims to map the CLDP teaching content, approaches, and assessments in OT and related service courses to identify areas of duplication, connections, and gaps. The curriculum's division into domains, implemented in 2010, was meant to ensure coherence but has instead resulted in siloed teaching, hindering a holistic approach in both classroom learning and practice. Siloed teaching leads to confusion, duplication, and wasted resources, making it harder for students to connect different aspects of content taught across courses and domains in their learning and apply them cohesively in practice. The project focuses on developing innovative teaching and assessment methods by using data from the curriculum mapping phase and student feedback. This includes practical sessions with real and simulated clients, peer-to-peer learning, and adaptive teaching strategies to cater to the diverse needs of students with different learning styles, abilities, and backgrounds. By shifting away from didactic teaching to on-site, context-driven learning, the project will help students understand and integrate content from various domains more effectively. A new teaching, learning, and assessment approach for CLDP will be developed in line with transformation and curriculum review, which will be shared with the OT division and inform broader curriculum discussions. A qualitative, descriptive research study will be conducted with OT alumni and current students (2020–2025) using focus groups to explore their experiences with the CLDP curriculum in practice.

TZ049: Evidence from experience: writing about African occupational therapy practice

Author(s): Kate Sherry; Jennifer Creek; Kate Sherry; Jennifer Creek; Kate Sherry; Jennifer Creek; Kate Sherry; Jennifer Creek; Kate Sherry; Jennifer Creek

Co-author(s):

Affiliation: Rural Rehab SA

Abstract:

"Occupational therapy: African perspectives" is now in its second edition, and the new book will be launched at the 2025 OTARG congress in Tanzania. This book brought together three editors and forty authors from nine countries across Africa to share their stories and reflections from practice. Many of the contributors were first-time authors, and in this workshop we present what we learned together about how to write evidence from experience.

The aim of the workshop is to encourage occupational therapists to write about their practice as a means of building and sharing knowledge for our profession in Africa. A second aim is to give those who think they cannot write the confidence and skills to make a start. Editors and authors of the second edition will present experiences and lessons from the book process, with top tips on overcoming common writing challenges. Participants will then have the chance to experiment with several creative writing exercises in a supportive setting. The session will conclude with shared reflections and discussion on the experience of writing occupational therapy knowledge.

TZ051: Bridging the Gap: Knowledge Translation to Empower Communities in Tanzania

Author(s): William Julius Arope

Affiliation: Maishabora Centre

Abstract:

Introduction: Maishabora Centre, located in Dar es Salaam, Tanzania, has spent nearly six years dedicated to supporting children with autism and related cognitive challenges. Our mission is to enhance their development and well-being through tailored rehabilitation services, including comprehensive Occupational Therapy and Speech and Communication Training. These services are delivered through both home-based and centre-based therapies. Beyond direct services, we partner with inclusive schools, equipping educators with strategies to effectively support children with autism. We also engage caregivers, empowering them through active participation in home-based sessions and centre visits. This holistic approach has enabled meaningful progress in the lives of children and their support networks. Our Approaches and Experience: Through years of collaboration with schools and parents, we identified a significant gap in accessible information and resources for supporting children with autism. This presentation will outline the strategies that have been implemented to cover the gaps. Conclusion: Maishabora Centre remains dedicated to addressing the challenges faced by children with autism and their support networks. Our holistic approach enhances care quality and ensures children with autism can reach their full potential, contributing to a more informed and inclusive society.

TZ052: Classroom Strategies For Learners With Foetal Alcohol Spectrum Disorder (FASD)

Author(s): Prof Lizahn Cloete

Co-author(s): Zusange Shweni, zusange@sun.ac.za, Stellenbosch University

Affiliation: Stellenbosch University

Abstract:

Foetal Alcohol Spectrum Disorders (FASD) refers to the effects of prenatal alcohol exposure on children, leading to difficulties with executive functioning. In South Africa, teachers may not be aware of students with special needs due to the lack of a national diagnostic network for FASD. This results in teachers lacking the knowledge and skills to effectively support students on the FASD spectrum. Students are subsequently placed under the care of teachers who lack the necessary training and experience to teach on the FASD spectrum. The study utilised a quantitative research paradigm and descriptive research design to describe the population, situation, and phenomenon in a systematic manner. The research aimed to identify the characteristics of a population within a specific context, specifically classroom strategies used by teachers to support the learning experience and environment of learners on the FASD spectrum. The results were recorded on REDCap®, analysed, and presented according to each respective section of the survey with the use of Microsoft Excel to code and analyse the data. The results were presented according to their respective districts. Classroom strategies often address common limitations, such as disruptive behaviour and poor memory, but neglect less obvious ones such as increased delinquency, lying and cruelty. Effective strategies for improving the learning experience for learners on the FASD spectrum are therefore crucial. Occupational therapists can work closely with the Department of Education to ensure the best possible outcome for every learner, meeting them on their individual level and enabling them to perform optimally within their primary occupation of learning.



CamScanner

TZ053: Accessibility of Occupational Therapy Treatment for At-Risk Children in Low-Middle Income Countries

Author(s): Lizahn Shweni

Co-author(s): Zusange Shweni, zusange@sun.ac.za, Stellenbosch University

Affiliation: Stellenbosch University

Abstract:

Barriers to occupational therapy treatment in low- to middle-income countries (LMICs) are not well-documented, posing challenges for ensuring treatment accessibility. Focusing on at-risk children aged 0–17 years in LMICs, this study underscores the need to address the unique barriers these children face. Given that LMICs account for 85% of the world's population, it is imperative to ensure that these regions receive adequate attention and resources to support the development and well-being of their most vulnerable populations. This scoping review aimed to examine and map the barriers to the accessibility of occupational therapy treatment for at-risk children in LMICs. We followed the guidelines provided by PRISMA-ScR checklist to examine and map the accessibility of occupational therapy treatment utilized for at-risk children in LMICs. The electronic databases, CINAHL, PubMed, Web of Science, Scopus and PsycINFO were used to conduct searches for relevant studies. Eight studies published in the English language between 2013 and 2020 were included. Key barriers to occupational therapy access in LMICs include transportation barriers, geographic barriers, and a severe shortage of trained professionals. Limited government funding and resources further impede treatment delivery. Social stigma and cultural attitudes, alongside a lack of knowledge and awareness about OT, significantly affect treatment accessibility. Additionally, language barriers and parental health issues contribute to the difficulty in providing effective therapy. The research findings underscore significant obstacles to accessing occupational therapy treatment for at-risk children in LMICs, particularly in rural and underserved areas. Strategies for enhancing access to OT services include education and training, developing community-based programs, improving transportation infrastructure, advocating for government funding and policy support, collaborating with international agencies, and addressing social stigma. Targeted strategies for fostering intersectoral collaboration may improve accessibility to OT treatment for at-risk children in LMICs.

TZ057: Factors influencing participation of older people: Findings from two cross-sectional cohort studies

Author(s): Nicola Ann Plastow

Co-author(s): Monique de Wit, moniquedw@sun.ac.za, Stellenbosch University

Affiliation: Stellenbosch University, South Africa

Abstract:

Background: The number of older people living in Africa is predicted to increase from 74 million in 2020 to 235 million in 2050. Healthy aging is defined by the World Health Organisation as “the process of developing and maintaining the functional ability that enables wellbeing in older age”. Occupational therapists working with older people need to understand which modifiable factors are likely to influence participation, so that can promote healthy aging. Methods: In two cross-sectional cohort studies in Cape Town, South Africa, we investigated the factors that influenced the participation of older people living in frail care (N=34) and in the community (N=55). The dependent variable was the level of participation, measured using the Creative Participation Assessment (CPA). Independent variables included cognition (Allen Cognitive Levels Screen, ACLS), independence in self-care (Barthel Index) or level of disability (WHODAS 2.0), the Life Space Assessment, age, sex, home language, marital status, frequency of contact with their family, and health conditions. Statistical analysis using SPSS Version 28 software included correlations and linear regression analyses. Results: The level of creative participation evident across the two samples ranged from Tone to Contribution. In the frail care group, ACLS levels and scores on the Barthel Index significantly predicted levels of Creative Participation ($p<.001$). In the community-living sample, only age and ACLS level predicted levels of Creative Participation ($p<.001$). Significance of the Findings: The findings confirm the utility of the Creative Participation Assessment as a means of measuring the level of participation of older people. Maintaining cognitive functioning for as long as possible in both community-living older people and older people in frail care appears to be critical for healthy aging. For older people in frail care, maintaining their independence in self-care activities is likely to lead to greater levels of participation in other meaningful activities.



TZ062: Exploring Rural Youth's Perceptions and Experiences of Occupational Engagement and its Influences on Mental Health in Pofadder, Northern Cape.

Author(s): Elizabeth Jonker

Co-author(s): Prof. Lisa Wegner, University of the Western Cape (lwegner@uwc.ac.za), Prof. Thuli Mthembu, University of the Western Cape (tmthembu@uwc.ac.za)

Affiliation: University of the Western Cape, South Africa

Abstract:

Occupational engagement is the involvement in occupations such as leisure, education, or self-care activities with positive personal value attached to it. Occupational engagement is needed for health and well-being, however, there are many factors influencing the occupational engagement of youth and leading to occupational disengagement, which may also influence mental health. In South Africa, the previous Apartheid regime is an example of factors that have hindered the occupational engagement of rural youth. However, there is limited research on how youth in rural communities experience occupational engagement, and how they perceive this has influenced their mental health. This study aimed to explore and describe the perceptions and experiences of rural youth on occupational engagement and the influence on mental health, focusing on rural youth living in Pofadder, Northern Cape, South Africa. The study was underpinned by the Person-Environment-Occupation model as the theoretical framework. A qualitative, descriptive research design was used to collect data from 24 participants between the ages 18-24 years through interviews and focus groups. Thematic analysis was used to identify and refine themes, which revealed that youth are mainly disengaged from three areas of occupation, namely, education, employment and leisure, and that this influenced their mental health. To ensure trustworthiness, the researcher made use of reflexivity by keeping a field journal, performing peer examinations and triangulation of data resources. The key informant and participants were provided with an information letter and consent letter and the researcher remained forthright and truthful when providing them with information. This study revealed invaluable insights into the occupational engagement and mental health of youth in Pofadder.

TZ066: Title: Perceptions and experiences of people who use/d drugs on the harm reduction philosophy and self-sufficiency in Tshwane, South Africa

Author(s): Henry Msimango, Daleen Casteleijn & Michelle Janse Van Rensburg; Henry Msimango, Daleen Casteleijn & Michelle Janse Van Rensburg; Henry Msimango, Daleen Casteleijn & Michelle Janse Van Rensburg; Henry Msimango, Daleen Casteleijn & Michelle Janse Van Rensburg

Co-author(s):

Affiliation: University of Pretoria

Abstract:

Title: Perceptions and experiences of people who use/d drugs on the harm reduction philosophy and self-sufficiency in Tshwane, South Africa Author: Mr Henry Msimango Co-author(s): Prof Daleen Casteleijn and Dr Michelle Janse van Rensburg Abstract Problematic substance use and addiction remain critical challenges in South Africa, exacerbating poverty, health disparities, and stigma. This study explores the perceptions and experiences of stakeholders in the Community-Oriented Substance Use Programme (COSUP) in Tshwane, South Africa, focusing on self-sufficiency as an outcome in harm reduction interventions. Guided by the International Classification of Functioning, Disability, and Health (ICF) framework, the study employed qualitative methods, including focus group discussions with COSUP clients and service providers, to identify key themes related to addiction recovery and self-sufficiency. The findings reveal five central themes: (1) the impact of addiction, marked by aimlessness, isolation, and loss of control; (2) motivations for joining COSUP, highlighting personal struggles and the influence of peer success; (3) aspirations for independence through financial stability, work, and skills development; (4) barriers to self-sufficiency, including stigma and limited job opportunities; and (5) resilience and the importance of ongoing support networks. These insights underscore the need for tailored, holistic interventions that address the biopsychosocial, contextual and practical dimensions of recovery towards self-sufficiency. This research contributes to the understanding of community-based harm reduction in South Africa, emphasising the potential of person-centred approaches to promote sustainable recovery towards self-sufficiency. Recommendations include enhancing access to skills development programmes and opportunities, strengthening peer support systems, and integrating comprehensive support services to improve the effectiveness of harm reduction initiatives. This research also highlights the transformative potential of occupational therapy and occupational science in addressing systemic inequalities by promoting harm reduction strategies and fostering self-sufficiency and improved functioning in marginalised communities, creating equitable pathways for recovery and achieving meaningful participation in society.

TZ069: Sustainability in Occupational therapy practice through community training.

Author(s): Aika Ombeni Wilfred; 12H45-13H05

Co-author(s):

Affiliation: Occupational therapy

Abstract:

Abstract Title: Sustainability in Occupational Therapy Practice through Community Trainings **Background:** Occupational therapy (OT) plays a vital role in enhancing individuals' ability to perform daily life activities across diverse contexts and circumstances. By breaking down barriers that hinder independence, OT supports individuals in achieving optimal function in their personal and social environments. To ensure sustainable OT practice, community awareness and active engagement are essential. **Objective:** This abstract highlights the importance of training and workshops in promoting the sustainability of OT practice. The aim is to empower communities by raising awareness of the role of OT and its potential impact on community and individual well-being.

Methods: As an occupational therapist with experience working across various institutions and organizations, I have conducted numerous community-focused training programs. These programs include workshops and educational sessions held in schools, children's homes, and community gathering spaces. The participants in these trainings encompass teachers, students, parents, caregivers, and local government leaders. Through these workshops, I focus on educating stakeholders on the significance of OT, its benefits, and its transformative power in promoting independence and community resilience.

Results: Preliminary feedback indicates that when communities are informed and involved, OT practices become more integrated into daily life and accepted as essential to holistic health. Participants report increased understanding and engagement with OT strategies, leading to better management of specific conditions and improved overall community well-being.

Conclusion: For OT practice to be sustainable, it is critical to foster community involvement and understanding. Training sessions that include a broad range of community members contribute to a more inclusive approach where OT is valued as a cornerstone of health and well-being. The integration of OT into community practices not only enhances individual capabilities but also promotes long-term health and independence. Future efforts should continue to build on these foundations through consistent education and outreach initiatives.

TZ070: Title: Contextual process of integrating youth with intellectually disability to start an income –generating activities in their community after vocational rehabilitation

Author(s): Bahati Hassan; 13H05-14H00; LUNCH BREAK

Co-author(s):

Affiliation: OCCUPATIONAL THERAPIST

Abstract:

Introduction: Youth with disabilities are among the most marginalized and poorest of the world's youth population and are more likely to face severe social, economic, and civic disparities as compared with those without disabilities, even in developed countries. In Tanzania Youth with disabilities face significant barriers to finding and maintaining employment, especially employment that pays a living wage, increasing their collective risk of poverty. For many young people with disabilities, exclusion, isolation, and abuse as well as lack of educational and economic opportunities are daily experiences (UNICEF, 2013). **Objective:** Youth with intellectual disability to actively participate in meaningfully income generating activities in their own community. **Method /Approach:** Through well-structured integrative intervention where Youth go through vocational rehabilitation and gain skills through individual/groups intervention involving multi professionals. **Practice implication:** Contextual process enabled Youth with mild and moderate intellectually disability to actively participate in meaningfully income generating activities in their own environments **Conclusion:** Youth with mild and moderate IDs can be successful integrated in different income generating activities in their own community through the implementation of contextual process. Occupational therapist plays a big role in assisting Youth with IDs in engaging in meaningful work. Meaningful occupational are important simply they can add value, promote health and wellbeing.



TZ073: Amplifying Voices in the Journal of Occupational Science: Sharing the experience with Portuguese and Spanish Publications

Author(s): Daniel Cezar Da Cruz

Co-author(s): Lisette Farias (Karolinska Institutet, lisette.farias.vera@ki.se) & Lilian Magalhaes (Universidade Federal de Sao Carlos, lmagalhaes@ufscar.br)

Affiliation: Leeds Beckett University

Abstract:

Introduction: Since 2016, the Journal of Occupational Science (JOS) has launched an initiative to enhance linguistic accessibility by publishing articles in both Portuguese and Spanish. This initiative aims to promote an anti-racist and decolonial agenda by amplifying the voices of scholars, particularly those located in the global South (Latin American, African, and Asian regions), where occupational science is rapidly expanding. In doing so, the journal fosters a more diverse academic dialogue. However, this process faces challenges and is not immune of perpetuating colonial practices.

Aim: This presentation will explore the challenges of developing a global dialogue through a multilingual publication, reflecting on its potential impact on global scholarship. Methods: We will outline the process of multilingual publication, highlighting the challenges and possibilities of this initiative through a decolonial lens. We will invite the audience to reflect on these challenges and discuss the potential steps to move forward with an inclusive and diverse dialogue within the JOS publication process. Outcomes: This presentation aims to stimulate reflection on the challenges of advancing a decolonial agenda within international dialogue and publication processes at JOS. Attendees will be encouraged to become authors and reviewers and offered opportunities to engage with JOS content. JOS's commitment to linguistic inclusivity represents a crucial step toward democratising knowledge, breaking down linguistic barriers, and fostering a more equitable and representative community of occupational scientists worldwide.

TZ074: Creating transformative learning experiences that promote occupational justice in health professions education: an integrative literature review (Phase 1 of a PhD study)

Author(s): Ms. Helena Christina Louw

Co-author(s): Prof Lana van Niekerk, lanavn@sun.ac.za, Stellenbosch University; Prof Nicola Ann Plastow, nap@sun.ac.za, Stellenbosch University; Prof Quenton Bester Wessels, qwessels@unam.na, University of Namibia

Affiliation: Stellenbosch University (student), University of Namibia (lecturer)

Abstract:

BACKGROUND: Transformative learning theory (TLT) has been highly recommended for health professions education (HPE). However, its implementation poses potential ethical and moral risks, including risks to student autonomy and belonging. Amidst calls for the development of guidelines for the safe and effective implementation of TLT in HPE, occupational justice presents a novel approach. Occupational justice includes the right to be free from coercion, to share decision-making power and exercise choice, and to experience and co-create meaning. This PhD study consists of an integrative literature review (Phase 1) followed by several participatory action research (PAR) cycles. This presentation will focus on how the results of the integrative literature review could inform the PAR cycles to follow. AIM: To identify critical factors to consider in creating transformative learning experiences that promote occupational justice in health professions education. METHODOLOGY: The integrative literature review is used to develop new perspectives on a topic by reviewing, critiquing, and synthesizing the available literature. This review was conducted according to the steps for integrative literature reviews as proposed by Lubbe et al., namely 1) Review Question, 2) Sampling process, 3) Data collection, 4) Data analysis, 5) Presentation of results. Cadima was used to track review processes and Atlas.ti was used for thematic analysis of extracted data. FINDINGS: 508 records were identified through database searching, of which 54 records were included in the review after duplicate removal, title and abstract screening, and fulltext screening were completed. No studies were identified that explicitly linked the concept of occupational justice to transformative learning. Nevertheless, this integrative review shows that occupational justice is evident in a range of transformative learning programs. CONCLUSION: Evidence for an occupationally just approach includes ensuring students have equitable access to learning opportunities, providing opportunities for deep reflection on learning and practice, and meaningful engagement in learning.



TZ075: Conceptualizing Sexuality as a Human Occupation in African Contexts: The Being, Doing, Belonging, and Becoming

Author(s): Karlien Burger

Co-author(s): Helga Burger, Kate Sherry, Jennifer Creek, Rosemary Crouch

Affiliation: University of Namibia

Abstract:

The authors examine the assertion that humans are inherently sexual beings through the lens of occupational science. The authors discovered that many individuals, including occupational therapists, feel uncomfortable discussing sexuality as an occupation. They explore the intricate relationships among doing, being, becoming, and belonging in relation to sexuality within the African context. The authors argue that sexuality should not be viewed merely as an activity but as a vital occupation intricately linked to human identity, social connections, and overall quality of life. Traditional views in occupational therapy often emphasize interventions for individuals with physical disabilities to facilitate sexual activity—such as post-stroke positioning. The authors advocate for a broader understanding of sexuality as a holistic human experience. Drawing from existing occupational therapy literature, they propose that sexuality is influenced by various factors, including cultural narratives, emotional attachments, societal expectations, and relevant policies and legislation. These elements significantly contribute to an individual's sense of self and belonging within their community. Using a transactional lens, they illustrate how doing (the actions associated with sexuality), being (the essence of self), becoming (the evolution of identity), and belonging (the sense of connection to others) are interrelated processes shaping human experiences of sexuality. Through in-depth interviews with occupational therapists, individuals with disabilities, and LGBTQIA+ and decoloniality activists, they highlight the importance of addressing sexual health in rehabilitation settings and advocate for enhanced professional competence in discussing sexuality. Ultimately, they aim to deepen the understanding of sexuality as an essential aspect of human occupation, encouraging practitioners to adopt a more inclusive approach when addressing clients' needs. The authors seek to foster dialogue around sexuality in diverse African contexts, promoting awareness and sensitivity toward individual experiences.

TZ076: Evaluating Knowledge And Skills Of Conducting Functional Capacity Evaluations Amongst Occupational Therapists In Kampala, Uganda

Author(s): Kalanda Muwonge Emmanuel; Workshop continues

Co-author(s):

Affiliation: Practioner

Abstract:

This study investigates the knowledge and skills of conducting Functional Capacity Evaluations (FCEs) amongst occupational therapists in Kampala, Uganda. FCEs are crucial assessments used to objectively measure an individual's ability to perform work-related tasks, impacting rehabilitation planning and benefits eligibility. Despite their significance, there is a notable absence of published research on therapists' proficiency in FCEs within the Ugandan context. This research aims to fill this gap by exploring therapists' experiences, challenges, and suggestions related to FCE proficiency. Drawing on a theoretical framework encompassing occupational therapy principles, assessment theories, and the purpose of FCEs, the study examines correlations between therapists' theoretical understanding, practical skills, and FCE outcomes. It also explores challenges encountered by therapists during FCEs, including report writing practices and the complexities of the evaluation process. The research design employs a qualitative approach, combining qualitative interviews with a purposive sample of 120 occupational therapists in Kampala and online questionnaires to gather supplementary data. Thematic analysis will be utilized to analyze interview responses, ensuring data richness and depth. Ethical considerations, including obtaining ethical approval, ensuring informed consent, and protecting participant confidentiality, are integral to the research process. By investigating therapists' proficiency in FCEs and identifying areas for improvement, this study seeks to contribute valuable insights to the field of occupational therapy in Uganda. The findings will inform targeted interventions aimed at enhancing therapists' competence in conducting FCEs, ultimately improving the quality of occupational therapy services and promoting better outcomes for clients in the region.

TZ077: Factors Contributing To Non-Adherence To Occupational Therapy Among Readmitted Patients With Psychosocial Problems At Mathari National Teaching And Referral Hospital

Author(s): Kalanda Muwonge Emmanuel

Co-author(s): MTAWA ANDREW, MACDONOLD WAYEKHA

Affiliation: Practioner

Abstract:

Non-adherence to occupational therapy among inpatients with psychosocial problems after discharge presents a significant challenge in mental healthcare, influencing patient outcomes and overall well-being. Despite the critical role of occupational therapy in promoting functional independence and social integration, many individuals struggle to maintain therapy adherence post-discharge, leading to suboptimal treatment outcomes and increased risk of relapse. In response to this pressing issue, this research proposal aims to explore the factors contributing to non-adherence to occupational therapy among inpatients with psychosocial problems after discharge at Mathari National Teaching and Referral Hospital from May to August 2024. The research objectives include to determine the psychological, social and economic factors contributing to non-adherence to OT. The proposed research will employ a quantitative methodology to investigate the multifaceted dimensions of therapy non-adherence, incorporating perspectives from both patients and occupational therapists. Purposive and convenience sampling techniques were used to identify 94 respondents who were issued with questionnaires which they filled and returned. 74 respondents were used as a sample size. Data was analysed manually by use of computer packages and presented in the form of tables and figures. The results obtained showed that psychological, social and economic factors contributed to non-adherence and it was recommended that interventions are tailored in to enhance treatment engagement and long-term recovery among individuals with psychosocial problems. By addressing the root causes of non-adherence and leveraging existing support systems, healthcare providers can optimize the effectiveness of OT interventions and improve patient outcomes in the post-discharge phase.

TZ078: Designing an Impactful Awareness Campaign: Strategies for Practicing Occupational Therapists

Author(s): Karlien Burger

Co-author(s): Tessa Becker, Munyaradzi Chimara, Inken Kuehhirt, Helena Louw, Patricia Pretorius, Frieda Shilumbu (Namibian Association of Occupational Therapists)

Affiliation: Namibian Association of Occupational Therapists

Abstract:

Introduction Awareness campaigns have the potential to highlight the essential role of occupational therapists in promoting health and wellbeing through meaningful occupations, bridging knowledge gaps among healthcare professionals and the general public. This can ultimately lead to improved access to services and better health outcomes for individuals across various populations. This workshop will empower and equip occupational therapists to design and deliver effective awareness campaigns tailored to their specific target populations. Participants will engage in a structured, interactive process that encompasses the four phases central to campaign development. Outcomes and Methods 1. Defining Your Target Population: Participants will learn how to identify and understand the demographics and needs of their audience to tailor their messaging effectively. 2. Conceptualizing Campaign Outcomes and Methods: The workshop will focus on setting clear outcomes and selecting appropriate methods for achieving desired outcomes, ensuring campaigns are impactful. 3. Identifying Stakeholders and Managing Logistics: Attendees will explore how to engage relevant stakeholders and manage logistical considerations, enhancing effective collaboration and efficient resource utilization. 4. Developing Monitoring and Evaluation Tools: Participants will gain insights into creating tools to track campaign effectiveness, allowing for adjustments and improvements based on real-time feedback. The workshop will also cover best practices for using various media platforms, and innovative strategies and resources to amplify campaign reach, in alignment with the Fourth Industrial Revolution. Conclusion: By fostering a collaborative environment, participants will engage in hands-on activities that encourage brainstorming and sharing of ideas. This workshop not only aims to enhance participants' skills in campaign development but also seeks to inspire a community of occupational therapists committed to raising awareness about the profession's vital role in health and well-being. Through this initiative, we hope to cultivate a new generation of advocates who can effectively communicate the value of occupational therapy within their communities.

TZ079: Policy Interpretation Shapes Employment Experiences of Individuals Post-Discharge from A Namibian Forensic Psychiatry Unit

Author(s): Wilmien Smit

Co-author(s): Helena Louw (UNAM) - hlouw@unam.na

Antoinette de Almeida (UNAM) - adealmeida@unam.na

Affiliation: University of Namibia (UNAM)

Abstract:

Purpose: Occupational therapists consider the ability to work essential to an individual's well-being. Understanding how individuals with both a mental health condition and a forensic history navigate the process of seeking, securing, and maintaining employment is fundamental to effective work rehabilitation. While this topic has been studied in other countries, it remained unexplored in the Namibian context. The aim of this study was to explore the employment-related experiences of individuals after discharge from a forensic psychiatry unit in Namibia. **Methods:** This collective case study comprised six cases selected by convenience sampling. Each case included a discharged State President's Decision (SPD) patient and a family member. Data collection involved telephonic semi-structured interviews, analyzed through inductive, thematic data analysis. **Findings:** Four main themes emerged: Perceived barriers to employment, Perceived facilitators to employment, The influence of perspectives on whether a factor is perceived as a barrier or facilitator, and The unspoken barrier of having a forensic history. Most findings correlated with previous research; this presentation will highlight novel findings. The State's Presidents' Procedure was perceived to prevent SPD patients from engaging in work for five years post-discharge. This, along with having a forensic history, affected their occupational identity and overall quality of life, resulting in experienced occupational injustice. **Conclusion:** The different perspectives of healthcare workers, family members, policy implementers and discharged SPD patients, along with self-stigma, perceived stigma and public stigma affected the way in which policies are interpreted and implemented. Combined with the unspoken barrier of having a forensic history, it affected their ability to reconstruct their identity and successfully reintegrate into society. This contributed to these individuals experiencing occupational injustice. To promote occupational justice for this minority group, all stakeholders should be educated on the policies and how it should be implemented for successful re-integration into society.

TZ080: The First Occupational Therapy Theory for Enablement and Participation of Children with Brain Injury in Uganda

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Affiliation: Department of Health and Rehabilitation Sciences, University of Cape Town, South Africa

Abstract:

ABSTRACT Title: The First Occupational Therapy Theory for Enablement and Participation of Children with Brain Injury in Uganda **Background** Children's cultural choices relate to multifactorial body issues, basic needs, and participation diversity. Based on this new belief, it is assumed that every Ugandan child with brain injury should have equal opportunity to participate in daily life cultural choices and involve in meaningful occupation with shared values for health and wellbeing. In line with this assumption, our research group implemented a participatory action research to co-create an enablement programme for children with brain injury in Uganda. **Aim** This paper aims to share new discoveries about occupational therapy theory generated from a Uganda study. **Methods** This study was conducted as a participatory action research project involving doctors, nurses, therapists, caregivers, children with brain injury, and researchers from the University of Cape Town, collaborating to co-create enablement programme for children with brain injury in Uganda. The participants for this study were purposively selected based on their experience in handling children with brain injury. **Findings** The main finding from this study was the occupation actualization theory that focused on enablement and participation of children with brain injury in Uganda. **Conclusion** This paper will unpack the occupation actualization philosophy which requires children with brain injury to be involved in daily life activities formed by scale and score.



TZ081: Exploring Barriers to Social Participation for Discharged Forensic Mental Health Service Users

Author(s): Tessa Becker

Co-author(s):

Affiliation: Windhoek Central Hospital, Ministry of Health and Social Services, Namibia

Abstract:

Background & problem statement Mental health service users admitted into Forensic units undergo rehabilitation under the care of two very different systems within the health care system and the correctional services system. In a Namibian Forensic Unit, 81% of current mental health service users have been admitted for five years or longer. Such prolonged stays raise concerns about the challenges these individuals face upon discharge, particularly in adapting to rapidly evolving technology and persistent mental health stigma. **Aim & objectives** Despite these challenges, there is a lack of published research in Namibia, and limited studies in Africa, on the experiences of forensic mental health service users following their discharge and reintegration. This study aims to explore the occupational performance area of social participation among forensic mental health service users discharged after stays of five years or more. It seeks to identify the barriers and facilitators these individuals encounter in rebuilding their social networks and participating in community life and occupations. **Methodology** Using a qualitative approach, semi-structured interviews will be conducted with mental health service users who meet the study criteria during their routine six-monthly follow-ups at the hospital. Inclusion criteria are mental health service users who spent at least five years in a forensic unit and have been conditionally discharged. Mental health service users with moderate to severe intellectual disabilities will be excluded and mental health service users who are acutely ill. Data will be analysed into themes and discussed. **Results Findings** on themes found will be presented **Significance** By examining the social participation of discharged forensic mental health service users, this research will contribute valuable insights into the obstacles they face, inform future rehabilitation strategies, and contribute to improved and informed Occupational therapy interventions for future mental health service users to ease their community reintegration and social participation.

TZ082: Bridging Education and Practice: Evaluating the Effectiveness of Namibia's Occupational Therapy Internship Program

Author(s): Charne Shimwino

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Affiliation: University of Namibia

Abstract:

Introduction Occupational therapy internship is vital for developing the practical skills, confidence, and competence for graduates. In 2022, Namibia pioneered a structured occupational therapy internship program, a mandatory process before registration as certified Occupational therapist with the Health Professions Council of Namibia. This study aims to evaluate the effectiveness of the program, providing insights for enhancement and informing similar initiatives in other countries. **Aim** The primary objective of this study is to assess Namibia's occupational therapy internship program using the Context, Input, Process, and Product (CIPP) model. The evaluation will focus on the program's design, implementation, and outcomes as perceived by former interns and their supervisors. **Methods** A descriptive study design will be utilised and data collection will involve a questionnaire based on the CIPP model, distributed to interns who have completed the program and supervisors involved in the program. The Context component will explore the institutional support and resources. The Input component will assess the adequacy of program design and resources. The Process component will analyse implementation factors such as mentorship quality and workload. Finally, the Product component will evaluate objectives regarding clinical competence, professional readiness, and overall satisfaction. Results will be categorized into five effectiveness levels: Very Weak (0–20%), Weak (21–40%), Adequate (41–60%), Strong (61–80%), and Very Strong (81–100%). **Results and Discussion** The findings will assess the program's effectiveness, highlighting both its strengths and areas for improvement. The discussion will explore ways to build on successful aspects and propose practical solutions to address challenges within the internship program. **Conclusion** This evaluation underscores Namibia's pioneering role in occupational therapy training and offers valuable insights for enhancing the internship program while informing similar initiatives globally.



TZ083: Parenting Through a Sensory Lens: Mother's Navigation of Tantrums in Rehoboth (Namibia)

Author(s): Jamie-Lee van Wyk

Co-author(s): Lian-Marie Drotsky, lmdrotsky@unam.na, University of Namibia (UNAM)

Affiliation: University of Namibia (UNAM)

Abstract:

ABSTRACT Purpose: Tantrums are a normal part of development, and children in the small community of Rehoboth are no exception. Rehoboth is 90 km south from Windhoek, Namibia. The community has unique cultural beliefs, which shapes parenting. Parents' response to tantrums might perpetuate or de-escalate tantrums. This research aimed to understand the way that mothers in Rehoboth handle tantrums in their children ages two to four years. **Methods:** The study followed a qualitative descriptive design, and 12 participants were recruited through snowballing. Semi-structured interviews were used to collect data, which was analysed inductively, before a second layer of deductive analysis through Dunn's sensory processing model was added. **Findings:** Mothers described their struggle to balance control between their own authority and their children's autonomy which was captured in the central theme "Balancing Control". Two sub-themes namely "the child" and "the mother" emerged with "abdicated control" and "self-calming" embedded in the first subtheme. "The mother"-sub-theme contained categories of "contact", "consequences", "channelling attention" and "controlling emotions". Mothers' emotional states, and their own sensory experiences influenced their response to tantrums, which either escalated or calmly resolved tantrums. **Conclusion:** Findings emphasized that mothers' sensory profiles and emotional regulation play a significant role in managing tantrums. Occupational therapists could play a vital role to empower caregivers and parents to manage tantrums in non-punitive ways through sensory modulation. Empowering parents in this way could build emotional resilience and help children master autonomy. When occupational therapists provide mothers with resources and knowledge; regarding sensory profiles, it ensures a more occupational just environment for both mother and child. This in turn will reduce inequalities and promote more sustainable communities.

TZ084: Breaking Barriers: Unleashing Potential in spinal Cord Injury Rehabilitation through a Transformative Occupational Therapy Group

Author(s): Karen Schmidt; Alicia Swart

Co-author(s):

Affiliation: Western Cape Rehabilitation Centre

Abstract:

Title: Breaking Barriers: Unleashing Potential in Spinal Cord Injury Rehabilitation Through a Transformative Occupational Therapy Group. **Introduction:** This case report sheds light on a transformative occupational therapy group designed to empower individuals with spinal cord injuries (SCI) by equipping them with essential skills to navigate their daily lives. Reflexive practice revealed that the traditional approach to SCI rehabilitation was not fostering self-efficacy and community participation. Therefore a departure from the conventional fear-based educational paradigm to an innovative and collaborative approach was indicated to develop individuals with SCI's capacity to identify and mitigate risks, critically analyze situations, and formulate practical solutions within their unique contexts to foster health maintenance, inclusion and participation. The SCI Discussion Group showcases the unique contribution of a transformative and problem based learning approach to the occupational therapy rehabilitation landscape, within an inpatient rehabilitation facility in the Western Cape, South Africa. **Method:** Over a six-week cycle, occupational therapists serve as facilitators and collaborators, challenging traditional patient-therapist dynamics and fostering a participatory environment. The group integrates transformative learning techniques and problem-based learning strategies to create a platform where individuals with SCI can actively engage in their rehabilitation journey. Key themes explored during group sessions include experiential learning of sensory deficits and problem solving around risk mitigation, effective communication, food preparation in collaboration with a dietitian to maintain neurogenic bowel management, community mobility and transport and leisure exploration. This multifaceted approach incorporates experiential learning through activities, reflective practice, and robust discussions, guided by the principles of phenomenology that recognize each participant as an expert in their lived experiences. **Outcomes:** This case report is timely and essential in highlighting the value and necessity of adopting transformative occupational therapy practices in SCI rehabilitation. Preliminary outcomes reveal increased empowerment and enhanced problem-solving skills among participants, emphasizing the potential impact of this approach on improving the overall quality of life for individuals with SCI. By sharing our experiences and outcomes at Western Cape Rehabilitation Centre, we aim to inspire fellow practitioners, researchers, and educators to reconsider traditional models, paving the way for a more person-centered, empowering future in spinal cord injury rehabilitation.



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TZ088: Lessons learned by an occupational therapist participating in a UNICEF-led disability costing study in Namibia

Author(s): Helga Burger

Co-author(s): Dr Omu Kumbazu Tuajoroka Kakujaha-Matundu, okumbazu@iway.na, UNICEF

Affiliation: Side by Side Early Intervention Centre

Abstract:

The study conducted explores the financial challenges faced by families of individuals with disabilities in Namibia, highlighting the role of occupational therapy within a multi-disciplinary team. Utilizing data collection facilitated by UNICEF, the research focuses on urban Windhoek and rural Oshakati, aiming to capture the experiences of caregivers and the economic implications of disability. Methodology: The research employed focus group interviews (FGIs) and individual interviews with parents and caregivers of people with disabilities (PWD). The objectives included identifying caregiver roles, assessing access to assistive devices, and gathering data on transportation, housing, and employment needs. Key Findings: The study revealed significant emotional sensitivity during discussions about financial burdens, as many participants expressed sentiments like "You can dig your financial grave." Geographical diversity posed challenges in ensuring culturally relevant data collection methods. Occupational therapists played a crucial role by leveraging their expertise in needs assessment, which fostered trust and encouraged open dialogue among participants. The differences between FGIs and individual interviews were notable; FGIs facilitated collective sharing of experiences, while individual interviews provided private space for personal insights. The extent of financial strain reported, underscored the urgent need for systemic support and policy changes. This research emphasizes the importance of understanding individual experiences within populations affected by disabilities. The insights gathered aim to inform better practices in occupational therapy and provide recommendations to the Namibian government to enhance support for individuals and families. Through this study, we seek to contribute valuable knowledge at the intersection of disability, caregiving, and economic factors in Namibia.

TZ089: Reclaiming Independence: Thriving Post-Stroke – A Pilot Study on the Effect of a Group Occupational Therapy Intervention Protocol for Stroke Patients in Namibia

Author(s): Cassandra Knouwds

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Affiliation: University of Namibia

Abstract:

Introduction: Stroke is a leading cause of disability, and individuals with chronic cerebrovascular accidents (CVAs) in Namibia face challenges in performing Activities of Daily Living (ADLs). In resource-limited settings like Windhoek, Namibia. Group intervention offers a potential solution to address rehabilitation needs, providing efficient care while fostering peer support. This study investigates the implementation of a group occupational therapy intervention protocol for stroke patients at two state facilities in Windhoek, Namibia. Aim: The aim is to review the effect of a six-week group intervention protocol for stroke patients aged 18 years and older. The focus is on improving functional independence, particularly in self-care, community survival, and mobility exercises, with an emphasis on using the affected side in daily tasks. Methods: A mixed-method approach will be used for this study. Pre- and post-assessments using the Barthel Index and Canadian Occupational Performance Measure (COPM) will measure functional performance and satisfaction, and interviews will be conducted with the participants involved in implementing the six-week group protocol. The group intervention will use Circuit Class Therapy (CCT), targeting self-care, community survival, and limb mobility. Participants will be selected based on the onset of the stroke, prior independent functioning, cognitive ability to follow commands, and the ability to walk independently. The program will employ preventive, promotive, and compensatory strategies to enhance patient outcomes. Results: It is expected that participants will show improved functional independence, with a 3-point increase in COPM satisfaction scores and enhanced Barthel Index scores. Patient feedback will be collected to evaluate the therapy's effectiveness and identify areas for improvement. Discussion and Conclusion: This study aims to demonstrate the efficacy of group occupational therapy intervention for stroke rehabilitation in resource-limited settings. Findings will contribute valuable insights and recommendations to refine the group intervention, with the potential for wider implementation in similar healthcare contexts.

TZ090: Influence of Attachment on Learning Amongst Children Living in Orphanages from Low-income to Upper-middle Income Countries: A Scoping Review

Author(s): Tangi Angula

Co-author(s): Helga Burger (UNAM)

Antoinette De' Almeida (UNAM)

Lian Drotsky (UNAM)

Affiliation: University of Namibia (UNAM)

Abstract:

Children in orphanages face a multitude of attachment challenges. Academical performance may be influenced by their attachment with primary caregivers. A disproportionately low caregiver-to-child ratio often leads to insecure attachments in children. Acknowledging the optimal periods in child development, early intervention, and transitioning to more nurturing environments could mitigate the effects of attachment deprivation and facilitate development of secure attachments. This review aimed to explore the influence of attachment on academic performance of children raised in orphanages, with a particular focus on low- to upper middle-income countries. The Arksey and O'Malley methodological framework was employed and databases included: Google Scholar, Science Direct, EBSCOHOST, Scopus, and PubMed Central. A comprehensive search strategy secured an accurate and up-to-date review of existing literature on attachment styles and academic performance among children in orphanages. Ultimately, 8 articles were deemed relevant for inclusion in the review. Among selected articles, two were identified through manual hand screening. Data extraction was based on a tool, developed in accordance with the Prisma checklist and analysed using thematic analysis. Insecure-ambivalent, insecure-avoidant, and insecure-disorganized attachment appeared to be the most common attachment styles in the children. These have a negative indirect influence on the academic performance of the children. Additionally, cultural norms, values, and communal child-rearing practices shape attachment dynamics in Africa. These directly link to the disinhibited reactive attachment style identified in global south countries. Insecure attachment styles lead to decreased exploration, interaction, goal-orientation, and attention during learning, ultimately compromising academic performance. While the negative impact of insecure attachment on learning is conclusive, the influence of disinhibited reactive attachment style identified in the global south is not yet well understood.

TZ091: The lived experience of Windhoek-based family members living with and/or caring for Mental Health Care Users who have had multiple relapses

Author(s): Kornelia Moses and Feni Nekwaya

Co-author(s): Karlien Burger, kburger@unam.na (University of Namibia) and Helena Louw, hlouw@unam.na (University of Namibia)

Affiliation: University of Namibia

Abstract:

Introduction: Mental health care users (MHCUs) experiencing multiple relapses significantly impact their families, who often serve as primary caregivers. These caregivers face physical, emotional, and financial challenges, which can lead to social isolation and reduced well-being. In Namibia, the lived experiences of these caregivers remain underexplored, leaving a gap in understanding and support. This study investigated these experiences to inform tailored interventions and enhance caregiver support within the Namibian context. Aim: To explore the lived experiences of Windhoek-based family members living with and/or caring for MHCUs with multiple relapses. Methodology: A qualitative, descriptive, and exploratory study was conducted with six purposively selected participants who were family members living with and/or caring for MHCUs. Data collection comprised of semi-structured interviews, and thematic analysis was employed to identify key experiences and coping strategies. Results: Seven themes emerged: (1) caregiving responsibilities shape daily activities, (2) communication and understanding are impacted, (3) caregivers manage behavioral challenges and safety, (4) medication compliance and insight into mental illness are ongoing struggles, (5) emotional strain is prevalent, (6) caregiving routines adapt across time and context, and (7) coping strategies and support systems are critical for resilience. Participants highlighted feelings of burnout and resilience, underscoring the complexities of their roles. Discussion and Conclusion: Caregivers of MHCUs with multiple relapses face significant disruptions, including emotional strain, financial pressures, and social isolation. Resilience and informal coping mechanisms help them persevere but do not fully address their challenges. Targeted interventions are crucial to support their well-being. Based on these findings, systemic improvements are urgently needed to mitigate caregiver burdens. Occupational therapists should advocate for and deliver targeted interventions, including services to address emotional strain, education programs to improve understanding of mental health conditions, and community-based support initiatives to enhance coping strategies.

TZ092: Redefining inclusion: Social experiences of adolescents with physical disabilities in mainstream schools.

Author(s): Muthoko Saara-Ndapewa; Shigwedha Nashikoto

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Affiliation: University of Namibia

Abstract:

INTRODUCTION: Adolescents with physical disabilities in mainstream schools face social and physical barriers that significantly limit participation in meaningful school-based activities, hindering their social development and sense of belonging within the school environment. Physical inaccessibility, negative peer perceptions, and systemic barriers exacerbate these struggles, often leading to social isolation despite supportive peers. Addressing these issues is crucial to prevent further marginalization and its impact on adolescents' academic success, emotional well-being and future outcomes. This study explored these issues and emphasizes the need for solutions that promote inclusion and occupational justice. The aim of this research was to explore how adolescents (14-18) with physical disability in secondary public mainstream schools in Windhoek participate and engage with their peers. **METHODOLOGY:** A qualitative phenomenological design was employed to explore the lived social experiences of six adolescents aged 14–18 with physical disabilities, selected through purposive sampling. Data was gathered using semi-structured interviews. Thematic analysis was conducted to identify recurring patterns and themes. **RESULTS:** Three key themes emerged: Opportunities for Social Interaction, Interaction Processes among adolescents, and Perceived Experiences of Social Participation. While physical and attitudinal barriers within the school environment restricted learners' engagement in meaningful social occupations, the study also identified strengths, such as supportive peer relationships and opportunities for inclusive practice. These assets represent potential leverage points for creating more inclusive environments. **CONCLUSION:** The study highlights the urgent need for interventions that promote accessibility, implementation of inclusive policies, and attitudinal shifts within schools to support social participation. Furthermore, it underscores the importance of recognizing and building on existing strengths, such as supportive peer dynamics, to drive systemic change. These findings align with occupational justice principles and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) emphasizing the role of occupational therapists in advocating for solutions that amplify these strengths.

TZ093: Shaping the Future: Empowering Change Through a Collaborative Workshop on Developing Occupational Therapy Scope of Practice Documents Across Africa

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Helena Louw, hlouw@unam.na, University of Namibia

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Abstract:

Introduction: Efforts are being made in Africa to contextualise services, resulting in a diverse scope of practice across the continent. The workshop will enable participants to draw on global insights and local experiences in crafting contextually relevant guidelines for developing the scope of practice documents. The process, guidelines, and participant experience of consenting participants will be published. Ethical clearance will be sought from the University of Namibia. Participation in the workshop is not subject to consent for participation in the research. **Outcomes:** By the end of this workshop participants will: - Value scope of practice - Connect to others who can support the scope of practice development - Create guidelines for the scope of practice development **Methodology and Workshop Format:** The workshop is designed according to participatory action research and community-building principles, with the following structure: 1. Cruise: Visual exhibition of international evidence and local experiences around scope of practice 2. Commencement: Outcomes and research consent 3. Conversation: World Café discussion 4. Creation: Guideline drafting 5. Celebration: Summarize key takeaways and the way forward **Expected Results:** The insights gained from co-creating a guiding document for a scope of practice, with a focus on the African perspective, will provide participants with a valuable resource. It will also start a conversation around invitation, possibility, ownership and commitment in developing a contextually relevant OT scope of practice. **Conclusion:** This workshop represents a significant opportunity for OTs across Africa to collaboratively shape the profession's future by developing contextually relevant scope of practice guidelines. This workshop will ask, and aim to answer, the question: How? **Equipment Requirements:** 5 small tables 30 chairs Laptop Projector 6 microphones 5 flipchart packs with permanent markers Mounting space **Maximum Participants:** 25



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TZ094: Social Presence And Dynamics Of Occupational Therapists Association Communication: An Analysis Of The Whatsapp Group Chat Of A Professional Occupational Therapy Association In Africa

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Co-author(s):

Affiliation: OBAFEMI AWOLowo UNIVERSITY TEACHING HOSPITAL COMPLEX

Abstract:

ABSTRACT This study examined the communication patterns in the WhatsApp group of a professional Occupational Therapy Association in Africa over a one-year period (March 2022 to March 2023). A mixed-methods approach was used, combining both quantitative and qualitative analyses of 13,187 text messages. Videos, audios, and images were excluded from the study. Descriptive statistics and thematic content analysis were employed, with the Social Presence Theory as the theoretical framework for analyzing group communication. The findings revealed that interactive messages (55%) were the most common, indicating that the group was primarily used for discussions and exchanges. Cohesive messages (16%) were the least frequent, suggesting the platform was less focused on social bonding or greetings. In terms of social presence, the affective domain (42%) showed that members often used the platform to express emotions, while the interactive domain (55%) highlighted acknowledgment and direct interaction. The cohesive domain (33%) indicated the presence of greetings and salutations. Qualitative analysis further supported the prevalence of interactive communication, with members predominantly engaging in dialogue and exchange rather than academic or professional collaboration. All three categories of social presence were present, with interaction being the most prominent. In conclusion, the study found that the association's WhatsApp group primarily facilitated interactive communication, fostering social presence among members. However, it was not frequently used for academic or professional collaboration, suggesting a need for more targeted use of the platform for professional development within the occupational therapy field. These findings emphasize the importance of balancing social interaction and professional collaboration in online communication platforms for effective group dynamics.

TZ095: Knowledge, Perception And Use Of Spirituality In Occupational Therapy Practice In Nigeria

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OMOTOLANI ELIZABETH OLAKUNDE

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Abstract:

ABSTRACT This study assessed the knowledge, perception, and use of spirituality in Occupational Therapy (OT) practice in Nigeria, as well as the barriers and facilitators to its inclusion. A cross-sectional survey was conducted with 99 occupational therapy practitioners purposively recruited from the Occupational Therapists Association of Nigeria (OTAN). Participants' knowledge, perception, and use of spirituality in practice were evaluated using a 47-item adapted questionnaire and the Spiritual Care Rating Scale, which also assessed barriers and facilitators to the use of spirituality. The results showed that while 83.8% of respondents had a good perception of spirituality, only 16.2% had good knowledge of spirituality in practice, and 40.4% had used spirituality in their OT practice. Among those who used spirituality, 23.7% reported high facilitators to its use, while 74.9% experienced low to moderate barriers. The study found that older practitioners faced fewer barriers to the use of spirituality ($F=3.480$; $p=0.011$), and those with more work experience encountered significantly fewer barriers ($F=9.226$; $p=0.001$). Additionally, there was a significant positive correlation between the use of spirituality and both knowledge ($r=0.41$; $p=0.012$) and perception ($r=0.50$; $p=0.001$) of spirituality. In conclusion, although less than half of Nigerian OT practitioners use spirituality in practice, they generally have good perceptions and average knowledge of its importance. Despite this, most practitioners face moderate to high barriers to its inclusion in their practice. Facilitators also play a significant role in its application. The study recommends the organization of continuing education courses, workshops, and conferences to improve occupational therapists' knowledge and skills in integrating spirituality into their practice.



TZ096: Innovative Approaches to Occupational Therapy in Spinal Cord Injury: An African Perspective

Author(s): Patricia Pretorius

Co-author(s): Antoinette de Almeida, adealmeida@unam.com, Namibian Association of Occupational Therapists

Affiliation: Namibian Association of Occupational Therapists

Abstract:

Introduction: Spinal Cord Injury (SCI) research has predominantly been conducted in Western contexts, which leaves Occupational Therapists (OTs) in Africa needing to adapt and contextualise theories and models to meet local needs. Individuals with SCI living in low socio-economic settings face unique challenges, such as navigating rough terrain, cooking over an open fire, and limited access to modern sanitation. These factors demanded OTs to contextualise our treatment to reach patient outcomes. **Aim:** This presentation aims to share practical strategies implemented by Namibian OTs, to co-create and implement an occupation-based treatment program for SCI clients. Narrowing the gap between Westernised SCI treatment and their application in Namibia, while focusing on enhancing client outcomes through culturally appropriate occupational therapy treatment. **Methodology:** The approach used was to collaborate through ongoing and iterative discussions with key stakeholders (rehab coaches, staff that work in the field and chronic SCI clients) to shape the intervention. These discussions together with OT literature available was analysed to bring forth common themes and tailor the OT programme followed in the ward. Treatment planning is informed by activity and occupational analysis, considering socio-economic, cultural, and functional factors of the clients served. The framework also integrates African humanism/Ubuntu, emphasising community involvement and co-occupation. **Results:** The co-creation of an occupationally informed treatment program has demonstrated increased client engagement, advocacy, and independence. The program has successfully moved beyond hospital-based care, promoting community reintegration through participation in instrumental activities of daily living. Practicing Ubuntu in the hospital has led to the creation of a peer support network, WhatsApp group, to facilitate ongoing discussion and foster a sense of belonging. **Discussion & Conclusion:** This innovative, occupation-based program has enhanced SCI rehabilitation outcomes in Namibia, ensuring that the programme is theory-informed and contextually relevant. By adapting global literature to local realities, the team has effectively supported the empowerment and independence of SCI patients, demonstrating a successful programme of culturally sensitive practice.

TZ097: Occupational justice for students and society: Proposing an occupational justice pedagogy

Author(s): Nicola Plastow

Co-author(s):

Affiliation: Stellenbosch University, South Africa

Abstract:

Occupational justice is a form of social justice in which people experience equity and fairness in relation to resources and opportunities for participation, in a wide range of healthy and meaningful occupations. Experiencing occupational justice means having the opportunities and resources for doing, being, belonging and becoming (Mthembu, 2021). At Stellenbosch University, our vision for a transformative learning experience means that “doing and being” a student enables students to “become” graduates, and members of a profession. Louw (2023) argues that we can co-create opportunities for transformative learning that promote occupational justice in health sciences education. However, in her article “Advancing a social justice agenda in health professions education”, Jacobs (2020) argues that in health professions education, we need to develop students who are clinically competent and critically conscious of the contexts in which they work. In this presentation, I will propose a pedagogy of occupational justice that aims to enable occupational justice for students and society. Using an example of one fieldwork placement in a low-income neighborhood in Cape Town, South Africa, I will illustrate how we can enable students to do, be, become and belong; while simultaneously enabling access to resources and opportunities for meaningful participation for people who may be experiencing various forms of occupational injustice. Jacobs, C. (2020). Advancing a social justice agenda in health professions education. *Critical Studies in Teaching and Learning*, 8(2). Louw, H. (2023) A Co-constructed Strategic Framework for Transformative Learning that Promotes Occupational Justice in Health Science Education at a Higher Education Institution in Namibia: A Participatory Action Research. Stellenbosch University PhD Protocol. Supervisors: Lana van Niekerk, Quenton Wessels, Nicola Plastow. Mthembu, Thuli G.. (2021). A Commentary of Occupational Justice and Occupation-based Community Development Frameworks for Social Transformation: The Marikana Event. *South African Journal of Occupational Therapy*, 51(1), 72-75. <https://dx.doi.org/10.17159/2310-3833/2021a10>

TZ098: Evolving Treatment Priorities in Spinal Cord Injury Rehabilitation: Exploring Shifts in Patient Goals in Namibia

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Co-author(s): Patricia Pretorius, patriciapretorius11@gmail.com, Namibian Association of Occupational Therapists

Affiliation: University of Namibia

Abstract:

Introduction/Background: The researchers have observed a notable shift in the chosen rehabilitation goals of patients at the spinal cord injury (SCI) unit in Namibia. Previously, men focused on return-to-work goals and women prioritized home management and child-rearing. However, recent observations indicate a shift in these priorities over the past decade, raising questions about the evolving needs of SCI patients in Namibia. **Aim:** This study aims to explore the evolving treatment priorities of SCI patients, particularly examining shifts in gender-specific goals and preferences over the last decade. The research will investigate the reasons behind these changes and whether they reflect broader societal trends in the African context. **Methodology:** The study will begin with a pre-study phase followed by a pilot study using a mixed-methods approach. Questionnaires and interviews will be conducted with SCI patients and healthcare providers at SCI rehabilitation unit to assess changes in rehabilitation goals, particularly related to Activities of Daily Living (ADLs), Instrumental Activities of Daily Living (IADLs), and work. A comparative analysis will be conducted to examine whether these shifts can be linked to changing gender roles and societal expectations, particularly in the African context. **Results:** Results from the pilot study will be discussed once completed. Preliminary observations suggest that men are increasingly prioritizing home management tasks, while women are focusing more on pregnancy post-injury and income-generating occupations. **Discussion & Conclusion:** This study will contribute to understanding how evolving gender roles and societal changes influence SCI rehabilitation goals in Namibia and whether these changes reflect broader societal trends towards African humanism and shifting gender roles. Findings will inform local OT practices and provide insights into global trends in disability rehabilitation, especially within the African context. This research seeks to contribute to global trends in disability rehabilitation and enrich the understanding of gender dynamics in therapeutic interventions.

TZ101: Strategies for alleviating the burden experienced by informal caregivers of persons with severe mental disorders in developing countries: a scoping review.

Author(s): Faatima Ebrahim; Pam Gretscher; Iesrafeel Abbas; Faatima Ebrahim; Pam Gretscher; Iesrafeel Abbas

Co-author(s):

Affiliation: University of Cape Town

Abstract:

Introduction: Informal caregivers of persons with severe mental disorders encounter many profound difficulties and often lack necessary support strategies to enable them to cope with their caregiving role. The aim of this scoping review was to identify and describe the extent and type of evidence on the existing support strategies for alleviating caregiver burden among informal caregivers of persons with severe mental disorders in developing countries. **Methods:** The Joanna Briggs Institute methodology for scoping reviews was followed using the participants, concept, and context (PCC) framework to guide the search from five databases. Two reviewers independently screened the papers and applied the inclusion/exclusion criteria. Studies were only included if they outlined interventions and support strategies for alleviating informal caregiver burden in developing countries. Data were synthesised to categorise types of intervention strategies and reported outcomes. **Results:** 44 papers met the inclusion criteria. Identified intervention strategies include community-based interventions, Psychoeducation interventions, support groups, Cognitive Behavioural Therapy, Spirituality Base interventions, Smart phone based interventions, mindfulness and empowerment, collaborative interventions, standard care, financial and social support, counselling, occupation-based interventions, policy and legislature and access to mental health. **Conclusions:** Most evaluated and recommended intervention strategies were from Asian countries. More evidence is required to implement and evaluate the effectiveness of these strategies in other developing countries, particularly in Africa where there is limited evidence on the support strategies to address the burden of care among the informal caregivers of persons with severe mental disorders.



TZ102: Comparative Analyses of Hamstring Tightness and Sitting Duration Among Professional and Non-Professional Drivers in a Nigerian Community

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Abstract:

This study investigated the prevalence of hamstring tightness among male professional, non-professional and non-drivers in a Nigerian community. It also compared the hamstring tightness of the three classes of participants. Ethical clearance was granted for the study. The design was a mixed-method of cross-sectional and comparative designs. Convenience sampling technique was used to select 150 participants who are commercial drivers (professional), private car owner who drives (non-professional) and non-drivers. Fifty individuals were recruited for each class. The hamstring tightness of the participants was determined using the Active Knee Extension Test (AKET) which was measured in degrees. Descriptive statistics and Inferential statistics of Paired t-test, and Analysis of Variance (ANOVA) were used to analyse the data obtained. The level of significance was set at 0.05. The result showed that only 16% of the non-drivers had hamstring tightness while 78% and 54% of the professional and non-professional drivers were with hamstring muscle tightness in both lower limbs. The hamstring muscle tightness was significantly higher among the driver than non-drivers ($p = 0.000$) and the non-professional drivers ($p = 0.015$). The driving experience of the professional drivers (18.90 ± 6.06 years) was significantly higher than that of non-professional drivers (6.08 ± 4.13 years), ($t = 81.538$, $p = 0.000$). The duration of sitting of the professional drivers was significantly higher than that of the non-professional drivers and non-drivers ($F = 74.39$, $p = 0.000$). There was no significant relationship between BMI and prevalence of hamstring tightness across the groups. In conclusion, the prevalence rate of hamstring muscle tightness was higher in professional than non-professional drivers and non-drivers. Also, the duration of sitting was significantly higher among the professional driver.

TZ103: Occupational Therapy Intervention Strategies for Children with Tuberculosis (Birth to 14 Years): Consensus Statement for the African Context

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Abstract:

Introduction Tuberculosis (TB) remains a significant public health challenge, particularly for children. Occupational therapy is crucial in addressing the physical and psychosocial needs of children with TB. An initial study developed a consensus statement on occupational therapy strategies for childhood TB care in Namibia. This workshop builds on that foundation by incorporating insights from African occupational therapists. The workshop aims to foster knowledge exchange, refine approaches, and strengthen occupational therapy's role in paediatric TB care. Specific objectives include: Reviewing the consensus statement on occupational therapy intervention strategies for childhood TB care in Namibia. Deriving a consensus on occupational therapy intervention strategies for diverse African contexts.

Recommendation research and collaboration to improve TB management through occupational therapy. Methods A nominal group consensus method will be used, where participants review the initial findings and provide insights. The maximum number of participants is 16, split into two groups of 8 for effective discussion. Participants will receive the information in advance. In breakaway sessions, ideas will be shared in a round-robin format, followed by a full group discussion to agree on interventions. Conclusion The initial study identified strategies such as client-centered care, caregiver involvement, multidisciplinary collaboration, and community outreach. However, limitations like a lack of specialized pediatric therapists and geographic representation hindered contextual diversity. The OTARG workshop will address these gaps by engaging occupational therapists from across Africa to refine and expand these strategies, ensuring relevance in diverse settings. The workshop findings will be documented as a consensus statement, forming the foundation for a practice guideline to support occupational therapists in delivering tailored care for children from birth to 14 years of age diagnosed with TB. Workshop Requirements Venue: 16 participants, with room for two groups of 8 for group work. IT: Projector and laptop. Facilitators: One lead facilitator and one co-facilitator.

TZ105: Ergonomic Design as a Determinant for the Prevalence of Work-Related Musculoskeletal Disorders among Office-Based Civil Servants in Ondo State, Nigeria

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Abstract:

Several reformatations in the Civil Service have transformed the day-to-day activities in the sector from paper to the use of computer sets. However, the use of computer is characterized with high sedentary lifestyles and repetitive tasks among office-based workers, but there are limited studies conducted to evaluate the effect of this new working condition among civil servants. This study was conducted to investigate ergonomic design as a determinant of Work-Related Musculoskeletal Disorders among Office-based Civil Servants in Ondo State, Nigeria. The study was a cross-sectional design using multistage sampling techniques to recruit 308 respondents. Data was analyzed using SPSS version 20, results were presented in tables and charts. Majority of the respondents were female, married and between the ages 30-34. The mean age of the respondents was 36.21 ± 8.75 years. 35 of the respondents were confounders and were exempted from completing the study on pain. There was 92.7%, 59.1% and 19.4% of 12 months, one week and point pain prevalence respectively among the 273 respondents that participated fully in the study. Most respondents have poor knowledge of ergonomics (61.9%) but 96.7% have good ergonomic practices (96.7%). There was no significant relationship between ergonomic design and prevalence of WRMSD ($r=0.090$, $p=0.136$), but there was a significant relationship between ergonomic practice and ergonomic awareness ($r=0.247$, $p=0.001$). Also, there was significant relationship between office ergonomic practice and prevalence of WRMSD ($r=-0.142$, $p=0.019$). Ergonomic design is not a determinant for the prevalence of WRMSD. However, the knowledge and correct practice of ergonomic among office-based civil servants can help to reduce the prevalence of WRMSD. Therefore, it is recommended that government should ensure the implementation of correct ergonomic practices in Civil Service. Also, government should provide regular trainings such as seminars and conferences on ergonomics for their workers.

TZ106: Assessment Of Levels Of Mobility And Quality Of Life Among Lower Limb Amputees With And Without Prostheses In Lagos State, Nigeria: A Comparative Study

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Abstract:

Lower limb amputation significantly alters an individual's life causing challenges. Prosthetic interventions play a crucial role in the rehabilitation of amputees, however, there is a need to examine and compare the levels of mobility and Quality of life (QoL) of lower limb amputees with and without prostheses in Lagos State, Nigeria. This study was a cross-sectional design that purposively recruited 87 respondents (prosthetic users and non-users). Ethical approval was obtained and data was analyzed using SPSS version 25.0. Most of the respondents were male, married, and above 50 years. Comparative analysis of QoL between the two groups showed that prosthetic users have significantly higher mean score than non-users. Similarly, level of mobility among prosthetic users was higher than non-users. There was a significant relationship between mobility and QoL among amputees. This study revealed a notable difference in QoL and mobility between amputees using prostheses and those who do not.



TZ107: A Descriptive Qualitative Study Exploring Youth with Intellectual Disabilities' Participation in the Community of Moshi

Author(s): ANTHONY THOMAS EPHRAIM

Affiliation: Kilimanjaro Christian medical university collegee

Abstract:

Introduction: Youth with intellectual disabilities (YID) in Tanzania face significant challenges, including cultural stigma, limited awareness of their abilities, and inadequate government support. For youth attending Gabriella Children's Rehabilitation Centre (GCRC), little is known about their community engagement after occupational therapy interventions. Understanding the factors enabling or hindering their participation is essential for effective rehabilitation planning. Aim: This study aimed to describe how youth with intellectual disabilities engage in occupations within the Moshi community, Kilimanjaro Region, Tanzania. Method: A descriptive qualitative approach was employed, using semi-structured interviews with eight participants. Data were thematically analyzed, guided by ethical principles of autonomy, beneficence, non-maleficence, and justice. Findings: Two key themes emerged. The first, "Becoming who I can be through what I can do," included sub-themes on opportunities at GCRC and personal development. The second theme, "Connecting and earning community trust through valued occupations and routines," encompassed sub-themes on home and community routines, being trusted and making choices, and community acceptance. Discussion: GCRC's occupational therapy interventions fostered practical skills, enhancing confidence and facilitating valued community participation. Youth demonstrated improved self-reliance and contributed to family income, which fostered greater acceptance. Person-centered approaches enabled informed occupational choices, while environmental factors both supported and limited participation. Conclusion: Person-centered, skill-focused programs like those at GCRC are essential for empowering YID to contribute meaningfully to their communities. Policies, supportive families, and inclusive communities play vital roles in sustaining successful participation.

TZ108: Defining the role of rehabilitation in transitional care: a scoping review

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Abstract:

Background: Transitional care is globally recognised as being important in the context of discharge planning, coordination of care, and continuity of care for individuals who have experienced hospital stays as a result of acute illness or complications of a long-term condition (Holland & Harris, 2007; Western Cape Government, 2022). Although rehabilitation is globally recognised as an important aspect of transitional care, and a substantive literature base exists surrounding rehabilitation within the transitional care setting, there is a gap in terms of clarifying and defining the role of rehabilitation in transitional care. Objectives: The proposed study will undertake a scoping review to support the aim of identifying research conducted over the past decade (2014 to 2024) that investigates the role of rehabilitation in transitional care; to systematically map this research, as well as to identify any existing gaps in knowledge (Tricco et al., 2018). Design: The PRISMA extension for Scoping Reviews (PRISMA-ScR) will be used as the methodological checklist to structure the proposed scoping review. The databases that will be searched include EBSCOhost (including CINAHL, Medline, and Health Source Nursing/Academic Edition), Pubmed, Scopus, The Cochrane Library and Web of Science. The reference lists of eligible articles will be searched. Rayyan will be used for project management. Full texts will be uploaded for evidence sources that meet the inclusion criteria. The sources of evidence will be grouped by the type of rehabilitation they analysed, and will be summarised by the type of settings, populations, study designs and World Bank country classifications for each group, along with any outcome measures used and the broad findings of the articles. Ethics and Dissemination: The findings of this scoping review will be disseminated in an article in order to be published in a peer-reviewed journal. The researchers aim to present these findings at conferences to ensure maximal dissemination of this study's conclusions. Human Resource Ethics Committee (HREC) approval is not usually required for scoping reviews as no primary data is being collected, but this scoping review protocol will be submitted for HREC approval in completion of the author's master's degree.



TZ109: Exploring first-year Occupational Therapy students' perceptions of sleep hygiene at Hage Geingob Campus and its impact on academic performance: A qualitative case study.

Author(s): Samuel Nyambali

Co-author(s): Munyaradzi Chimara

Affiliation: University of Namibia

Abstract:

Author Samuel Nyambali Co-author Munyaradzi Chimara Poor sleep hygiene among occupational therapy students is a growing concern, negatively impacting their well-being and academic performance. Many students sacrifice sleep to complete academic tasks, leading to sleep deprivation. Although there are various interventions that can be used to improve sleep hygiene, there is lack paucity of data on sleep hygiene among occupational therapy students. This study aimed to explore the perceptions of first year occupational therapy students on sleep hygiene and how it affected their academic performance. The study involved five in-depth interviews and a focus group with seven participants, conducted as part of a qualitative case study. The target population was first-year occupational therapy students, selected through purposive sampling. Data was collected via open-ended, semi-structured interviews, recorded using a recorder. The data was then analyzed using thematic tables to identify key themes from the participants' responses. Two themes were identified with regards to the knowledge on sleep hygiene: healthy sleep and duration of sleep. Student's knowledge on sleep hygiene is limited. Students sacrifice their sleep to complete academic work and hope to catch up with sleep during the weekend. Students practice poor sleep hygiene such surfing on the internet for more than 1 hour before sleep, sleeping with lights on, drinking caffeinated products (energy drinks) before bedtime. They also wake up in the middle of the night to complete their academic works. Students understanding and attitudes of sleep hygiene are limited which negatively affect their academic performances. A good understanding and practicing good sleep hygiene can lead to improved academic performances and general well being of students.

TZ110: Empowering Youth with Cognitive Disabilities through Vocational Training: A task analysis approach

Author(s): Brenda Shuma

Co-author(s):

Affiliation: EXECUTIVE DIRECTOR GABRIELLA CHILDREN'S REHABILITATION CENTRE

Abstract:

Introduction: Gabriella Children's Rehabilitation Center is dedicated to empowering young people with cognitive disabilities by equipping them with vocational skills tailored to their abilities, interests, and potential. This program employs an occupational therapy approach to promote social inclusion, functional independence, and active participation in income-generating activities. Goal: To enable youth with cognitive disabilities to reach their potential by developing skills that foster independence and improve their integration into society. Intervention: The program involves individualized vocational training plans designed by occupational therapists. Training incorporates the use of adapted learning materials, such as visual aids, step-by-step instructions, and hands-on demonstrations. Skills like carpentry, tailoring, cooking, and gardening align with local market needs and participant interests. A task analysis approach breaks complex activities into manageable steps, allowing for gradual skill acquisition. Therapists provide continuous guidance, environmental modifications, and assistive devices as needed to optimize engagement. Regular involvement of caregivers ensures reinforcement of skills in home and community settings. Outcome: The training has led to notable improvements in participants' confidence, independence, and employability. Many graduates have transitioned successfully into self-employment or income-generating activities, positively impacting their families and communities. Reports indicate increased social interaction and reduced stigma, as the potential of youth with cognitive disabilities gains recognition Conclusion: Gabriella Center's vocational training exemplifies the transformative role of occupational therapy in empowering youth with cognitive disabilities. Customized interventions and community collaboration are key to achieving sustainable outcomes, fostering independence, and promoting inclusion and being a pioneer model for vocational training in Tanzania.



TZ111: Inclusivity of Siblings in Caring for Children and Youth with Disabilities at Gabriela Children Rehabilitation Centre

Author(s): BRENDA SHUMA

Co-author(s): ALEX MSOFE , Gabriella children's rehabilitation centre

Affiliation: EXECUTIVE DIRECTOR GABRIELLA CHILDREN'S REHABILITATION CENTRE

Abstract:

Introduction: Gabriela Children Rehabilitation Centre recognizes the critical role siblings play in caring for children and youth with disabilities. As companions, advocates, and informal caregivers, siblings contribute significantly to the rehabilitation journey. However, caregiving can lead to emotional strain and challenges such as balancing responsibilities, feelings of neglect, and stress. The center's family-centered approach actively involves siblings, fostering emotional connections and strengthening family dynamics. **Aim:** To empower siblings in caregiving roles for children with disabilities by enhancing their skills, addressing emotional needs, and promoting family cohesion, ensuring holistic development for all family members. **Intervention:** The center has developed a structured sibling support program that includes workshops, counseling, and recreational activities. These interventions build caregiving skills, improve understanding of disabilities, and provide emotional support. Peer groups offer siblings a platform to share experiences, while tailored educational materials enhance their confidence. Recreational activities ensure siblings maintain their own well-being while contributing to family care. **Outcome:** Siblings participating in the program report improved relationships with their siblings with disabilities and greater confidence in caregiving roles. Families experience strengthened bonds, and children with disabilities benefit from consistent, compassionate care. Feedback also highlights reduced sibling stress and increased awareness of their pivotal role in the family. **Conclusion:** By actively involving siblings in caregiving, Gabriela Centre fosters a nurturing environment that enhances care quality, strengthens families, and promotes inclusive development, benefiting all members of the family unit.

TZ112: The First 1000 Days: A Scoping Review of OT Practice in Low-and-Middle-Income Countries

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Affiliation: University of Namibia

Abstract:

Introduction The first 1000 days of life, spanning conception to a child's second birthday, represent a critical window for brain development, profoundly influencing lifelong health and well-being. Occupational therapy, with its commitment to promoting health and well-being, is uniquely positioned to support development during this period. However, the integration of this concept into practice guidelines, particularly in low- and middle-income countries (LMICs), remains underexplored. The author reflects on the progress of occupational therapy in Africa and beyond, taking stock of how the "first 1000 days" concept is represented in current practice protocols while envisioning its potential role in the future of the profession. **Aim** This study aims to map the integration of the "first 1000 days of life" concept in occupational therapy practice guidelines in LMICs and evaluate its application within early childhood development interventions. **Methodology** A scoping review was conducted using Arksey and O'Malley's framework, enhanced by Levac et al. The study applied the Population-Concept-Context (PCC) framework: **Population:** Occupational therapists in LMICs. **Concept:** Integration of the first 1000 days of life. **Context:** Occupational therapy practice guidelines and protocols. Literature published in English (2005–2021) was sourced from databases like PubMed and Google Scholar using keywords such as "first 1000 days" and "occupational therapy." Rayyan AI facilitated screening, and data were charted using a descriptive analytical approach. **Results** Seven studies, from South Africa, India, Turkey, Brazil, and Mexico, met inclusion criteria. None explicitly referenced the first 1000 days. Two studies focused interventions on this developmental window, while five highlighted early intervention without explicitly documenting the concept. **Discussion and Conclusion** As occupational therapy in Africa evolves, acknowledging the first 1000 days of life presents an opportunity to advance practice and address developmental disparities in LMICs. By bridging this gap in practice documentation, occupational therapy can honor its past contributions while pioneering innovative, evidence-based approaches to shape its future.

TZ115: Expanding Rehabilitation Services in Rural Communities: A collaborative efforts

Author(s): Nimwindael Mdee

Co-author(s):

Affiliation: OCCUPATIONAL THERAPIST AT GABRIELLA CHILDREN'S REHABILITATION CENTRE

Abstract:

Introduction: The Simanjiro Outreach program aims to enhance access to rehabilitation services for children with disabilities in rural Tanzania where there are barriers such as limited healthcare infrastructure, a shortage of trained professionals, and societal stigma, empowering children to fully participate in their communities. **Intervention:** A collaborative effort between Gabriella Children's Rehabilitation Centre and NAFGEM, the program leverages the expertise of occupational therapists to deliver tailored therapies. Interventions include comprehensive assessments, caregiver training, counseling, and public awareness campaigns. A critical element is training local health workers to improve early identification and referral of children with disabilities, fostering a sustainable healthcare framework. Assistive devices, mobility aids, and structured group activities are integrated to promote functional independence and active participation. **Result:** The program has yielded significant outcomes, including improved caregiver engagement, enhanced functional abilities among children, and increased community acceptance of disabilities. Capacity-building efforts have strengthened local health systems, ensuring continuity in service delivery. Children now participate more actively in social activities, daily routines, and education, reflecting the program's success in improving their quality of life. In conclusion, This initiative aim at bridging the gap of services through empowering children with disabilities and their families by including community training, local partnerships, and customized interventions, thereby promoting an inclusive society by utilizing and collaboration with existing structures in the community.

TZ116: Development of Occupational Therapy Consensus-Based Guideline for the Rehabilitation of Stroke Survivors in Nigeria

Author(s):

Co-author(s):

Affiliation: Department of Medical Rehabilitation, Obafemi Awolowo University, Ile-Ife, Nigeria

Abstract:

Background: Occupational therapy (OT) plays a critical role in enabling stroke survivors to achieve optimal physical, cognitive, social, and functional recovery, regain independence, and improve quality of life. However, in Nigeria, a consensus-based OT guideline to direct clinicians and prioritize stroke rehabilitation interventions is lacking. This study aimed to develop a context-appropriate, consensus-based OT guideline for stroke rehabilitation in Nigeria. **Methods:** A multimodal methodology was employed, comprising a systematic review (SR) and a Modified Delphi survey. Ethical approval was obtained from the Institute of Public Health, Obafemi Awolowo University, Ile-Ife, Nigeria. The SR reviewed eight databases (e.g., PubMed, CINAHL, APA PsycArticles) for studies on OT assessments, interventions, and guidelines for stroke survivors over the past decade. Fourteen neuro-occupational therapists participated in three Delphi rounds to reach consensus on guideline components. Data from the SR and the first Delphi round were analyzed using thematic content analysis and descriptive statistics, while data from subsequent Delphi rounds were analyzed using the Content Validity Index (CVI). **Results:** The SR identified 41 studies highlighting diverse OT interventions across inpatient, outpatient, and community settings. Key approaches included upper limb rehabilitation, mobility, cognitive, and vocational interventions. The Delphi survey achieved consensus among 14 experts, resulting in OT guidelines for stroke rehabilitation with core components: assessment, intervention, follow-up, and referral. Final guidelines comprised 131 inpatient, 205 outpatient, and 68 community-based items, all validated with $\geq 70\%$ consensus. The guidelines were aligned with Nigerian healthcare contexts. **Conclusion:** A comprehensive OT guideline for stroke rehabilitation in Nigeria was developed, addressing assessments and interventions across inpatient, outpatient, and community stages. Adoption of this guideline is recommended for occupational therapists with expertise in neurology to enhance stroke care in Nigeria.



TZ117: Establishing Sheltered Employment in Namibia – a collaborative effort between occupational therapists and Special Olympics Namibia

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Abstract:

This abstract outlines the initiative to establish a sheltered workshop and vocational training center in Namibia, aimed at integrating individuals with intellectual disabilities into the workforce. Currently, Namibia lacks dedicated facilities that provide vocational training and employment opportunities for these individuals, leaving many unable to secure jobs after completing their education. The last official centre providing such services was closed down in 2007 due to mismanagement of funds. The Special Olympics Committee of Namibia has initiated a program to equip graduates, referred to as "athletes," with essential skills in leadership, health, and vocational training. This program addresses the pressing need for structured support to facilitate community integration and employment readiness. The proposed sheltered workshop will offer vocational, personal, and social activities designed to develop life skills and work habits necessary for successful employment. A key component of this initiative is to advocate for supported employment opportunities and the creation of inclusive workplace practices. The workshop aims to collaborate with local companies to create job opportunities tailored to the diverse needs of individuals with intellectual disabilities. The Occupational Therapy Department at Windhoek Central Hospital was approached to assist in the development of a curriculum and structured weekly programs for the workshop. The department will provide direct and indirect services through qualified therapists and interns, ensuring that participants receive comprehensive support tailored to their unique challenges. The programme will be launched in January 2025 following stakeholder engagement. This project represents a critical step toward addressing the employment gap faced by individuals with intellectual disabilities in Namibia. By fostering an inclusive environment that promotes skill development and job placement, the initiative aspires to enhance the quality of life for these individuals, enabling them to contribute meaningfully to society. The collaborative efforts between occupational therapy professionals, Special Olympics and local organizations aim to transform this vision into reality, ultimately creating pathways for sustainable employment and community engagement for this often-overlooked population.

TZ118: How Can The Health System Respond To Aftercare Needs? An Integrated Model Of Aftercare For People With Substance Use Disorder In KwaZulu-Natal

Author(s): December Mpanza

Co-author(s):

Affiliation: University of KwaZulu-Natal

Abstract:

Background: Substance use is a global burden to the health and welfare system. In South Africa (SA), substance abuse contributes considerably to morbidity and mortality and treatment services are not only limited but also fragmented among stakeholders. These problems are compounded by a number of factors, including the absence of aftercare policies and treatment models. Furthermore, there is high relapse and many re-admissions of persons with SUDs, which exacerbates the burden on the health care and welfare systems. South African policies have called for the development of an aftercare model of care for persons with SUDs, which has not been realised to date. Aim: The aim of the study was to propose an integrated model of aftercare for persons with SU post-inpatient treatment phase in a public facility in KwaZulu-Natal. Methodology: A qualitative study in two phases. The first phase: policy analysis, and the second phase had two stages: Stage one was semi-structured and focus group interviews with forty-six participants who represented all five levels of the Beer's Viable System Model (VSM) from governmental and non-governmental organisations (NGOs). Stage two semi-structured interviews with five persons with SUDs and their family members (n=5). Data was analysed thematically. Results: Findings indicated that South African policies did not provide clear guidelines on aftercare. Aftercare was found to be lacking, fragmented, poorly coordinated among service providers and not well integrated into the substance use treatment system. The needs of service users demonstrated the extent and nature of aftercare required. Conclusion: The extent and nature of aftercare services warranted aftercare services that are integrated into SUD treatment systems, lifelong orientated, and responsive to the needs of persons with SUDs and their families. An integrated recovery management model of care is proposed together with relapse management strategies.

TZ119: An occupational therapy perspective regarding the functioning of people who use/d drugs in a community-based substance-use harm reduction programme in Tshwane, South Africa

Author(s): Dr Michelle Janse van Rensburg

Affiliation: Department of Occupational Therapy, University of the Witwatersrand, South Africa

Abstract:

Introduction/background: South Africa faces a scourge of problematic substance use. The Community Oriented Substance Use Programme (COSUP) is a research-based, community-situated harm-reduction programme in Tshwane, and the only publicly funded harm reduction programme in South Africa. Aim: The International Classification of Functioning, Disability and Health (ICF) was applied as the framework to understand the functioning of people who use/d drugs in the harm reduction programme. Methods: COSUP is a research-based programme, and various studies have been conducted since its inception in 2016. To understand the functioning of clients in the programme, qualitative and quantitative research was done, including the thematic analysis of client narratives and the development of a questionnaire, based on the ICF framework, to determine the functioning of COSUP clients. A quantitative descriptive, cross-sectional study was conducted, and data was collected from COSUP sites using the COSUP Functioning Tool, which contains questions about clients' perceptions of their functioning and context, were analysed using descriptive statistics. Findings: Most COSUP clients are working-age African males, and many are unemployed. Clients seem to be coping well physically but need more mental health support. Pressing concerns for COSUP clients are feeling stressed and anxious, an inability to handle stress, poor use of free time, not getting support from others, and not having enough money to meet daily needs. Lack of energy and boredom are significant concerns, along with feelings of rejection and loneliness. Facilitating opportunities for sustaining livelihoods requires focus. Even so, there are those who have a sense of hope due to the positive impact of the programme. Conclusion: Applying the ICF framework to understand the functioning of people who use/d drugs in the context of a community-based harm-reduction programme is helpful to guide interventions that are responsive to clients' needs.

TZ120: Play-based Interventions in Occupational Therapy for Children with Autism Spectrum Disorder (ASD): A Scoping Review

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Co-author(s):

Affiliation: University of Essex

Abstract:

Introduction: Play is considered a natural and necessary occupation of childhood, not limited to the joyfulness it brings; it is essential for children's growth and development. Play is used by occupational therapists as both a means and an end in the therapeutic process to address various performance limitations among children with autism. Various play-based interventions are reported to be useful in improving autistic children's play and social skills, but a synthesis of this evidence from occupational therapy practice needed, so that the extent of available evidence can be mapped and knowledge gaps identified. At present, play-based interventions are adopted by diverse healthcare professions for various outcomes. Objective: The objective of this scoping review is to map evidence of play-based interventions in occupational therapy (OT) for children with ASD. In addition to establish their therapeutic outcomes and to highlight knowledge gaps. Methods: The Joanna Briggs Institute's guidelines guided this scoping review. EBSCOhost, PubMed, Web of Science, Scopus and ERIC were searched for literature published from 2013 to date. Two reviewers performed the screening and data extraction independently; any discrepancy resolved through discussion and a third reviewer when necessary. The scoping review took place from February to April 2024. Results: 432 studies obtained from the systematic search in the databases were reviewed; 11 studies were identified eligible. Diverse play-based interventions were mapped for knowledge synthesis. The synthesis included types of studies, types of interventions, and the outcomes of these interventions in improving social, communication, and adaptive skills in children with ASD. Social skills were a relatively popular outcome among this eligible literature. Conclusions: This scoping review provided a comprehensive overview of play-based interventions in OT for children with ASD. It highlighted the therapeutic outcomes of these interventions and identified areas where further research is needed, thus informing future practice and research directions.



TZ121: Re-imagining Paediatric Occupational Therapy Private Practice in Namibia: Doing Hard Things to develop Habituation and Volition in Preschool and School age-children.

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Abstract:

This congress paper explores innovative strategies in paediatric occupational therapy (OT) within the context of private practice in Namibia, focusing on enhancing habituation and volition among preschoolers (Erikson Stage 3) and school age (Erikson Stage 4) children. The increasing demand for accessible and effective OT services highlights a critical gap in conventional practices, which often prioritize financial gain over holistic child development. Personal experiences from over two decades in the field reveal that traditional models, centered on individual therapy and play-based learning, may inadvertently limit the reach and effectiveness of OT interventions. To address these challenges, this study proposes an unconventional approach that emphasizes group sessions to establish daily routines for children receiving OT services. This methodology not only fosters peer support but also provides children with valuable social learning opportunities in naturalistic settings. This approach employs concepts as defined by MOHOST, where children facing similar challenges are grouped for two to three-hour sessions conducted daily. These sessions incorporate physical activities amongst other targeted interventions, designed to promote habitual roles and routines. The effectiveness of this approach is evaluated using the Model of Human Occupation Screening Tool (MOHOST), which assesses children's progress before and after participation in group sessions. Preliminary results indicate positive feedback from parents, noting that group interventions are more cost-effective compared to individual therapy sessions. Additionally, the collaborative nature of group work appears to enhance children's engagement and adherence to routine activities. In conclusion, this paper advocates for a reimagined practice model in paediatric OT that prioritizes group-based interventions to improve habituation and volition among young clients. By embracing these innovative strategies, practitioners can better meet the needs of children and families, while contributing to the broader goal of expanding OT services in Namibia and expanding in line with global trends, by moving beyond individual therapy.

TZ122: Making implicit occupational therapy curriculum expectations explicit creates an inclusive learning environment

Author(s): Matumo Ramafikeng; 17:00

Co-author(s):

Affiliation: University of Essex

Abstract:

In practice learning, students are socialised into the occupational therapy practice discourse. The expectation is that, for successful attainment of learning outcomes, they must demonstrate mastery of literacy practices. However, these practices are often not explicitly articulated, and students are expected to decode curricular expectations, sometimes with limited knowledge of how. Students whose backgrounds are considerably different from the dominant discourse in higher education, often experience significant challenges in the process of gaining mastery of relevant literacy practices. These challenges threaten their ability to successfully attain education outcomes. This paper draws on findings from a study that explored strategies used by African language speakers in the process of negotiating practice education in occupational therapy to explicate the literacy practices in occupational therapy practice education discourse. Identifying literacy practices is a useful step towards improving teaching and learning as curriculum requirements could be made explicit. This process is important for understanding requirements, both by educators and students. For educators, articulating practices could shed light on areas where students encounter challenges, therefore educators could develop appropriate strategies for intervention. This could improve the efficiency and effectiveness of intervention strategies aimed at improving student learning. Explicating requirements could enable equitable access to learning for all students regardless of background.



TZ124: Halfway through the World Health Organisation Rehabilitation 2030 Agenda: Is Africa on track?

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Abstract:

Introduction: An initiative dubbed "Rehabilitation 2030: A call for Action" was launched by the World Health Organisation in 2017 to promote universal access to rehabilitation. The inaugural meeting highlighted the unmet need for rehabilitation services and called for coordinated action as well as joint commitments by all stakeholders to raise the profile of rehabilitation.

Methodology: Information will be gathered through a desk review and consultations with member organisations.

Outcomes/Results: This paper will give an overview of the of World Health Organisation Rehabilitation 2030 Agenda, the achievements realised so far at global, regional and national levels; the strengths, weaknesses, opportunities and threats for the African region.

The paper will conclude by proffering suggestions on what Africa needs to focus on to be on track to achieving the goals for the Rehabilitation 2030 Agenda.

TZ125: Primary care and multi-agency working to address health-promoting occupations

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Abstract:

Globally, since the COVID-19 pandemic, there has been a considerable increase, with more than 22% of young people aged 15 to 24 who are neither in education, employment, or training (NEET), contributing to poor health outcomes. Participation in health-promoting occupations is a vital condition of health that improves health, well-being, and quality of life. An exploratory 'conversation café' was facilitated using the World Café method and semi-structured interviews. With representatives from public health and primary care sectors to discuss the role of primary care and multi-agency working to improve outcomes for the NEET population. Perceived underlying reasons for the disparities, their experiences, community collaborative problem-solving and recommendations for improving prevention efforts and influencing policy were discussed. Qualitative data was examined using thematic analysis. Participants 'solved' problems as a community by exchanging ideas, reflecting on their experiences, suggesting ways to improve prevention programmes and policies. Primary care practitioners debated what their role could be beyond medical treatment. This was ascribed to a lack of knowledge and skills regarding what the NEET population require to engage in education and work and a lack of clarity regarding whose 'responsibility' it is to address these issues. Based on the findings from the conversation café, a focused, consistent primary care and multi-agency community approach is needed across the system to address the social determinants of health and influence policy and guidance for the benefit of the NEET population. Further research is currently being conducted with the NEET population by the researcher.



TZ126: An Exploration Of Factors Contributing To Readmission Of Substance Use Clients At Mental Health Care Centre In Namibia.

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Affiliation: University of Namibia (UNAM)

Abstract:

Introduction: Despite interventions by mental health practitioners to promote recovery, up to 47% mental health substance use clients are confirmed to be readmitted shortly after discharge when compared to other psychiatric illnesses at a state mental health care facility in Namibia. This study aims to explore and present the factors contributing to the re-admission of mental health service users who use substances. Methodology: A qualitative case study was employed to explore the factors leading to readmission among service users with substance use disorders at a main referral mental health care facility in Windhoek, Namibia. Individual, in-depth, face to face, semi-structured interviews were conducted from a purposively selected sample of (n=17) participants, who included psychiatrist (2), occupational therapists (2), nurses (2), social worker (1), clinical psychologists (2), primary caregivers (3) and mental health service users (MHSU) who uses substances (5). Thematic analysis was used for data analysis. Results: Three key themes relating to the factors that contribute to the readmission emerged: (1) unsupportive social environment and lack of awareness, (2) lack of personal life skills, and (3) mental health system challenges. Three recommendations were proposed, namely: (1) the health promotion approach, (2) health establishment approach and (3) the modification/adaptation approach. Conclusion: The issues surrounding the mental health service users with related substance use disorders should be constructively addressed taking into consideration the factors that lead to readmissions. The study provided occupational therapy and other mental health disciplines with the essential viewpoints to reflect on as they design intervention aimed at reducing readmissions of mental health service users who use substances.

TZ127: Understanding the ABCs of Artificial Intelligence: Pitfalls and Possibilities for Occupational Therapy

Author(s): Douglene Jackson, PhD, OTR/L, LMT, ATP, CYT, FAOTA

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Affiliation: GIFTS Institute

Abstract:

Artificial intelligence (AI) is reshaping occupational therapy education and practice, providing new tools to enhance efficiency and improve client outcomes. However, the effective use of AI depends on occupational therapists' ability to address the "ABCs" of ethical AI integration: authenticity, bias, and communication. This workshop explores the pitfalls and possibilities of using AI, emphasizing the need to support ethical application of AI in everyday practice. Participants will engage in interactive activities and learn from case examples to critically analyze AI-generated tools and outputs. We will also examine the risks of algorithmic bias and how it may reinforce existing inequities in healthcare, offering strategies for critical evaluation of AI tools to identify and address these biases. To promote effective communication and AI prompting skills, participants will learn how to craft precise, context-specific prompts to maximize the relevance and accuracy of AI-generated responses. Participants will learn to become collaborators with AI, whether generating treatment ideas, using in academia, streamlining documentation, or enhancing client education materials. Learning AI skills is essential for leveraging AI tools while preserving the therapist's professional expertise and maintaining client-centered care. The learning objectives for this workshop are: 1. Assess the authenticity and reliability of AI-generated outputs to ensure their alignment with evidence-based practices and ethical standards in occupational therapy. 2. Identify and address algorithmic biases in AI tools, developing strategies to mitigate inequities and uphold ethics in AI use. 3. Develop communication skills with AI systems, ensuring the generation of relevant, accurate, and context-appropriate responses for professional and educational applications. This workshop empowers occupational therapists to engage with AI responsibly and effectively, transforming it into a tool that promotes practice and improves client outcomes.

TZ129: Stigma and its effect on the social participation of Mental Health Service Users

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Abstract:

Introduction Stigma associated with mental illness remains a significant barrier to social participation among Mental Health Service Users (MHSUs) in Namibia. Social participation is crucial for MHSUs' well-being; isolation can lead to recurring mental illness, increased readmissions, and a higher cost burden on the healthcare system. Self-stigma, where MHSUs internalize negative societal attitudes, further compounds these challenges, affecting self-esteem and willingness to seek support. **Aim** This study aimed to explore how stigma affects the social participation of MHSUs receiving occupational therapy as outpatients at Windhoek Central Hospital (WCH) in Namibia and to identify factors contributing to their stigmatisation. **Methods** A qualitative phenomenological approach was employed, involving in-depth semi-structured interviews with 10 MHSUs selected through purposive and snowball sampling. Interviews were conducted in participants' preferred languages, transcribed, and analysed thematically. **Results** Five main themes emerged: (1) MHSUs' perceived rejection and devaluation, (2) self-isolation and community-imposed isolation, (3) positive social engagement despite stigma, (4) lack of awareness about mental illness, and (5) influence of religious and cultural beliefs on stigmatisation. MHSUs experienced significant social barriers, leading to isolation and diminished self-esteem. However, some maintained positive social interactions when supported. **Discussion** The study revealed the dual nature of stigma's impact on MHSUs. While rejection and isolation drive them to withdraw, supportive environments enable positive social participation. Cultural and religious beliefs influence stigma, often attributing mental illness to supernatural causes. This research underscores the need for community education, culturally sensitive mental health services, and supportive environments for MHSUs. **Conclusion** Addressing stigma is crucial for improving MHSUs' social participation and overall well-being. Targeted interventions, including public education and culturally sensitive training, are needed to reduce stigma and enhance the quality of life for MHSUs in Namibia. Occupational therapy interventions should be tailored to support MHSUs' reintegration into their communities, potentially reducing readmissions and healthcare costs.

TZ130: Preparedness of Occupational Therapy practitioners for mental health practice in South Africa

Author(s): Itumeleng Tsatsi-Mosala

Co-author(s): Olindah Silaule

Affiliation: University of the Witwatersrand

Abstract:

Background: The year 2020 witnessed a profound escalation in global mental health challenges, amplified by the disruptive impact of the COVID-19 pandemic. The inclusion of mental health in the Sustainable Development Goals affirmed its urgency as a global health priority. In response, South Africa recently adopted the National Mental Health Policy Framework and Strategic Plan (2023-2030) and the Framework and Strategy for Disability and Rehabilitation Services (2015-2020), emphasizing a critical shortage of specialized mental health providers, notably occupational therapists. Key challenges identified include diminished clinical placement opportunities and concerns regarding the preparedness of graduates across universities in South Africa. This study aims to explore the perceptions of newly qualified occupational therapists in South Africa regarding their preparedness for mental health practice and to assess the impact of undergraduate training on this readiness. **Methods and sampling:** A descriptive cross-sectional study will be conducted, surveying 159 newly qualified occupational therapists via an online questionnaire. Sampling methods will include random selection and snowballing techniques, focusing on individuals who graduated from South African universities within the past five years. **Findings:** to be completed: **Implications for practice:** This study seeks to provide valuable insights into the alignment between undergraduate training and the professional demands of mental health practice, potentially informing improvements in occupational therapy education and policy development in South Africa.



TZ132: Narrative Explorations of Occupational Therapy as a Potentially Humanizing and Healing Resource in a Wounded Post 1994 South Africa

Author(s): Dominique Jamie

Affiliation: University of Cape Town

Abstract:

The practice of occupational therapy in South Africa must consider the persisting woundedness of our post 1994 society under construction. South Africa carries the burden of a multitude of social concerns such as poverty, inequality, racial divides, extreme levels of violence and intergenerational trauma. As a profession grounded in the healing of individuals and groups through occupation, we have a moral duty and responsibility to recognise when we are not living up to our mandate or purpose. As occupational therapists, we claim to foreground the human and to provide a service that is holistic and yet we seem to be neglecting the woundedness of our people. It is suggested that the woundedness diagnosis does not present as a medical phenomenon but as a vicious cycle of dehumanization dynamics (Kronenberg, 2018). The current study asks how occupational therapists who are working in a wounded post 1994 South Africa know that theirs is a humanizing practice. Using narrative enquiry, this qualitative study explores how a collective of occupational therapists (practitioners and educators) make sense of this 'diagnosis'; how it may manifest in their everyday work contexts; and how occupational therapy may either sustain dehumanization dynamics (Kronenberg, 2018) or disrupt and replace these with a potentially humanizing practice that may allow for this woundedness to be healed.

TZ133: Embracing a critical community development orientation and strategy in occupational therapy practice

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Affiliation: University of Cape Town

Abstract:

Dominant discourses that frame occupational therapy practice can limit the contributions occupational therapists make to the well-being of individuals and collectives. It is argued that occupational therapists should work towards developing practices that more adequately engage with the issues of injustice and inequality that shape peoples' health. There is therefore a need to challenge and resist the discourses that keep practice framed in limited ways. Different frames of reference to guide occupational therapy practice are, however, required to create the openings through which occupational therapists might consider their practice imperatives differently. Community development is a form of critical occupational therapy practice that prompts occupational therapists to engage more directly with the conditions that shape peoples' lives and determines their experiences of health and well-being. This presentation will explore the principles, strategies and competencies of the Occupation-based Community Development Framework to demonstrate how these enable an approach for occupational therapy practice that can more adequately engage with the situational aspects of exclusion for people experiencing illness, injury and impairment. Using two practice stories the value of applying frameworks like Occupation-based Community Development to interrupt injustices and offer new ways of thinking and doing for occupational therapists is demonstrated.



TZ136: Defining privacy for occupational therapy students to ensure compliance to data privacy protection laws from arriving at to leaving the clinical placement

Author(s): Poster presentation; Poster presentation; Poster presentation; Poster presentation; 13H00-14H00; LUNCH

Co-author(s):

Affiliation: University of the Witwatersrand

Abstract:

Data privacy protection is no longer only a Global North issue. From South Africa to Namibia, Malawi and Morocco, an increasing number of African countries are enacting data privacy protection laws. Just this fact is already making it increasingly important for non-law students to understand patients' right to privacy. Moreover, when one considers the vast amount of real personal information occupational therapy students process as part of their clinical education in actual clinical contexts, it is not only important, but urgent that occupational therapy students must understand and comply with data privacy laws. Data privacy is but one aspect of the right to privacy. Privacy is not only complex and multifaceted, but also context-specific. Unfortunately in healthcare, privacy and confidentiality, although conceptually different, have been conflated, thus there is limited assistance even from regulatory authorities for students about how to ensure a client's privacy in the continuum of their interaction with real clients in clinical contexts. This poster presents the results of a concept analysis of privacy using Walker and Avant's method. Drawing on a taxonomic grid, the poster explains various aspects of privacy pertinent to the occupational therapy clinical context. The poster offers students a checklist of considerations for maintaining a client's privacy during every step of the continuum of their interaction with the client, starting at the very first engagement and ending with the student leaving the clinical placement

TZ137: Stakeholder's Perspectives on the Role of Occupational Therapy in Acute Mental Health Care in Africa: A Scoping Review

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Abstract:

This scoping review mapped and described existing research evidence on the role of occupational therapy in acute mental health care in Africa to inform relevant future research in this field in Africa. Arksey and O'Malley's framework was used to conduct a scoping review of literature. Electronic databases were systematically searched for articles related to "occupational therapy," "acute mental health care," and "Africa." Of the 8 included studies, most (n =5) were from South Africa, and qualitative studies (n=6). Two key themes emerged: occupational therapy interventions utilised and occupational therapy facilitating engagement in occupations. There is limited evidence on the role of occupational therapy in acute mental health care in Africa and its contribution in facilitating occupational performance for mental health service users. Keywords: Occupational therapy, acute mental health care, stakeholder's perspectives, Africa, scoping review



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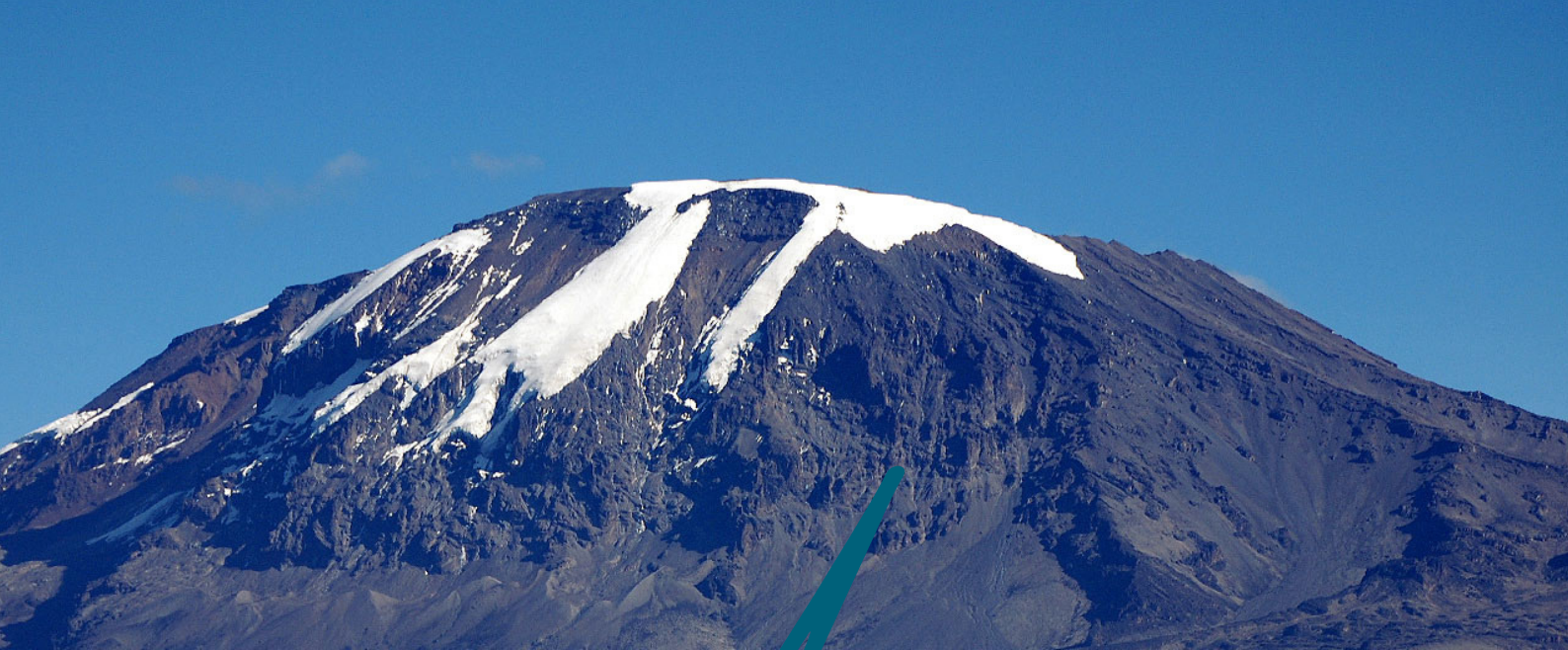
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